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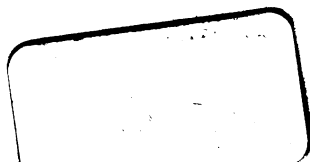
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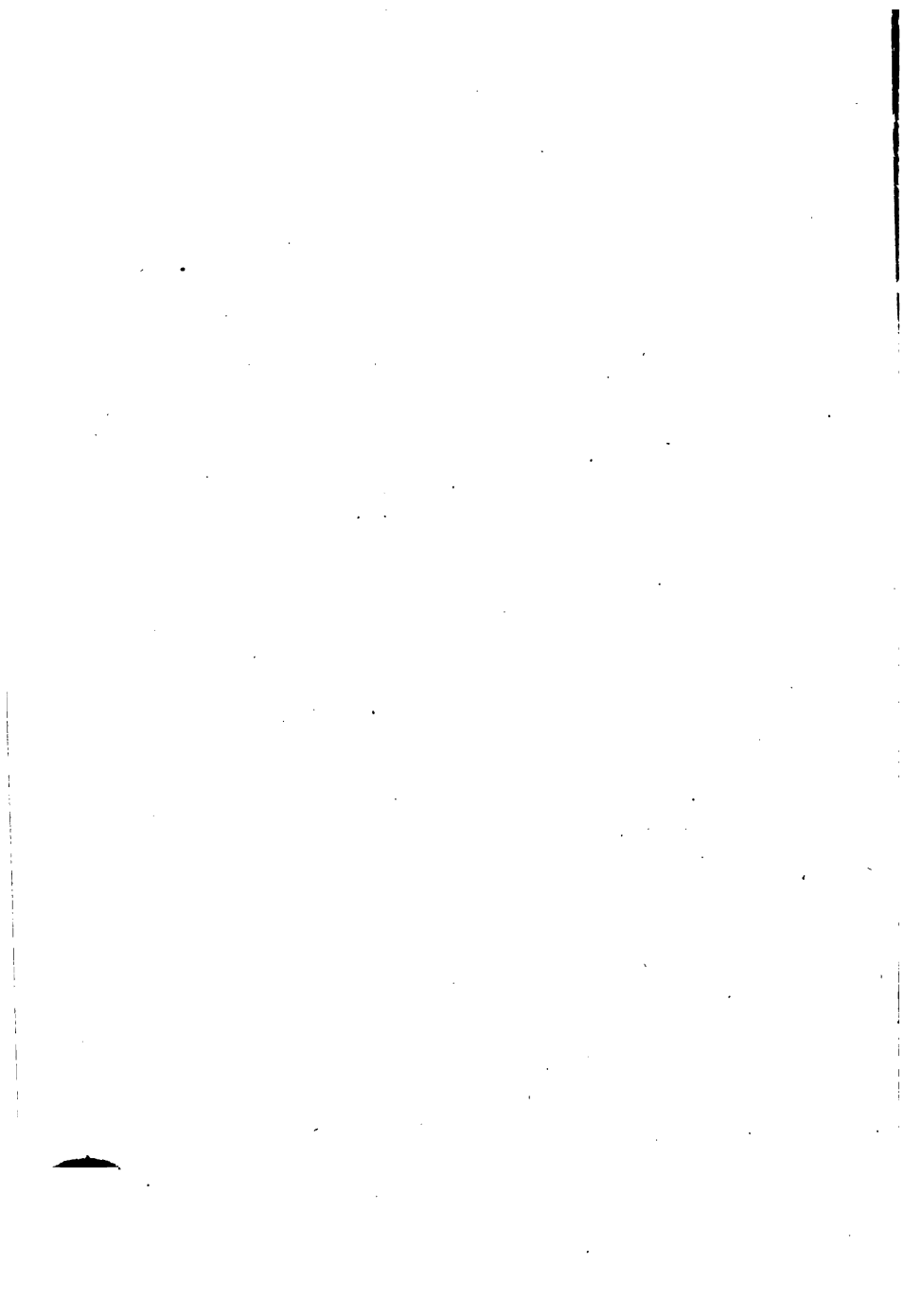
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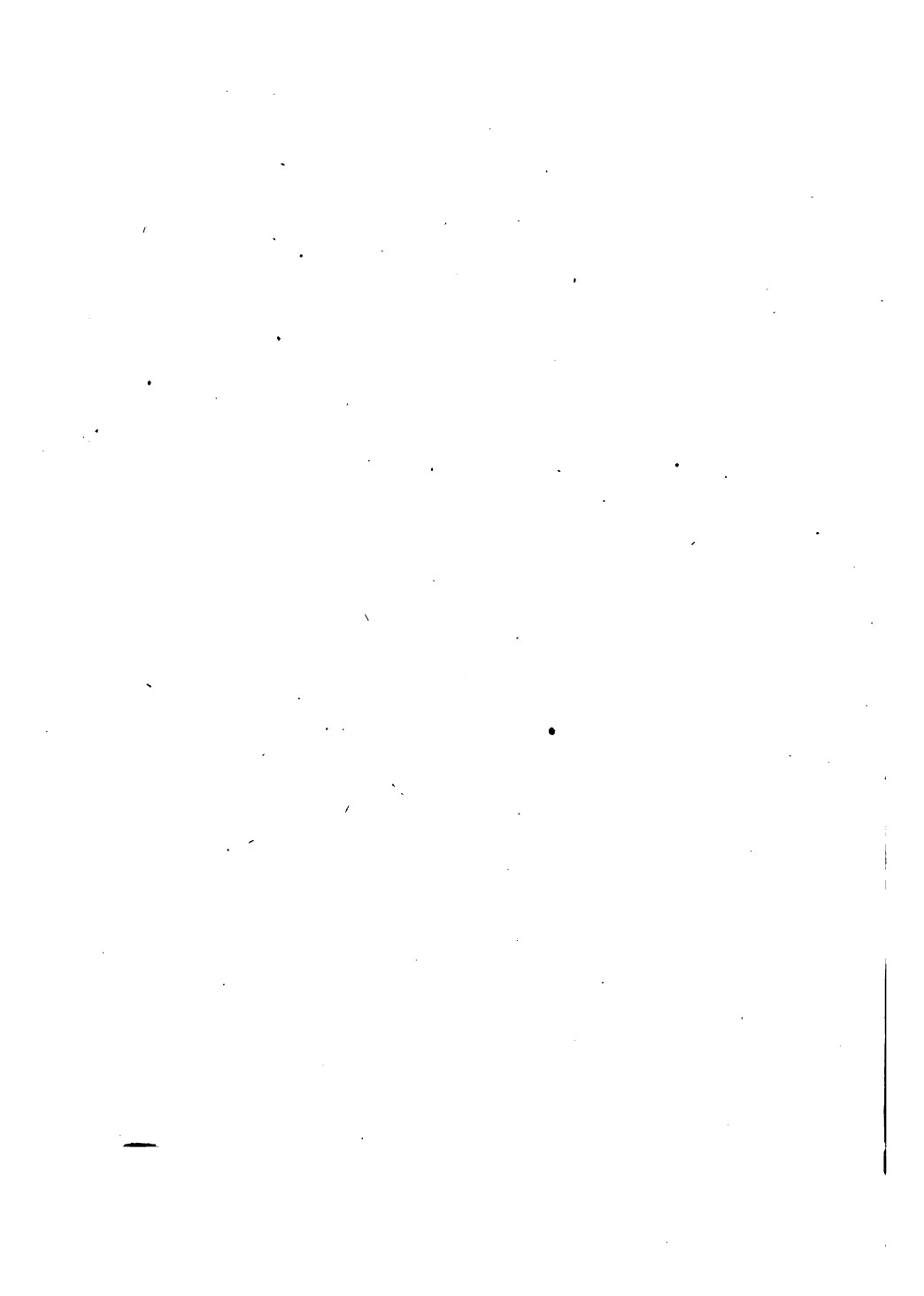
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McFADDEN
Language Series

BOOK ONE

By

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A FOREWORD

BOOK ONE of the *McFadden Language Series* is intended for use in the third and fourth grades of the elementary schools.

Every lesson in the book has been put to the test of practical schoolroom use, not once but many times and by many teachers. Hence the material is not untried nor are the lessons experimental.

The simplicity of the explanations and directions will, we believe, make a large number of children independent of the teacher's help.

The orderly introduction of one fact at a time accompanied by various drills and constant review assists in establishing correct habits of speaking and writing. This is the method of learning to do by doing.

A list of the language facts used and the page upon which each fact occurs for the first time will be found at the close of the book.

Supplementary lessons are provided, since no new exercise should be attempted until the previous one is perfected.

The methods suggested to help the child correct his own errors not only relieve the teacher of unnecessary labor but become a potent factor in securing accuracy, by bringing to the pupil's attention in a forcible way the particular points to which he must devote more study.

The oral work provides abundant drill upon current errors that can best be corrected by means of oral exercises. Provision is made, through the use of sentences to

be formed and stories to be retold and constructed, for a direct application of the facts learned.

Interest is stimulated by the use of a variety of illustrative material.

The author is indebted to Mrs. W. A. Johnston for the use of the letters from Berlin and Sitka.

Grateful acknowledgments are due Dr. Frederick Burk, of the State Normal School at San Francisco, whose keen insight into educational problems and whose never-failing counsel have ever been a source of inspiration and guidance to the author. Thanks are also due the members of the Language Department of this same school who have freely given aid in preparing and carrying out lesson plans.

McFADDEN LANGUAGE SERIES

BOOK ONE

I. CAPITAL LETTERS

Read the following words and notice the first letter of each :

She	she
The	the
Soon	soon

Every word in the first column above begins with a large letter called a **capital** letter.

Every word in the second column above begins with a small letter.

Some of the words given below begin with capital letters and some with small letters.

sky	day	No	The
head	One	the	So
king	was	Was	ran
Garden	Out	one	She
leaves	fell	some	Her

Write in one column all the words that begin with capital letters.

Write in another column all the words that begin with small letters.

2. THE SENTENCE

Read the following sentences:

1. Little chicken found a grain of wheat.
2. She wanted some one to help her plant it.
3. No one would help her.
4. So she planted it herself.
5. At last the wheat came up.
6. Soon it was ready to cut.
7. She wanted some one to help her cut it.
8. There was no one who would help her.
9. Then she cut it herself.

Read sentence 1, above. *Little* begins with a **capital** letter because it is the **first** word in the sentence.

Read sentence 2, above. *She* begins with a capital letter because it is the first word in the sentence.

Write in a column the first word of each of the other sentences, beginning every word with a capital letter.

Look at the following words until you can write them without looking at your book: *capital, letter, sentence.*

3. THE PERIOD

Read the following sentences:

1. The little chicken was in the garden.
2. Some leaves fell on her head.

3. The little chicken was afraid.
4. She went to tell the king.
5. A turkey went with her.
6. They ran very fast.
7. It was a long way.
8. At last they found the king.
9. He was very glad.

Read the first sentence in this lesson.

The last word in sentence 1 is *garden*. There is a mark after *garden* called a **period**. The period is light and small.

Write the last word of each sentence, putting a period after the word.

Write the first word of each sentence, beginning each word with a capital letter.

Look at the word *period* until you can write it without looking at the book.

4. THE MARGIN

Read the following sentences, noticing the capital letters and periods:

1. The little chicken was in the garden.
2. Some leaves fell on her head.
3. She went to tell the king.
4. The turkey went with her.
5. At last they found the king.

All the way down the left side of this page there is a narrow space where there is no printing. This space is called the **margin**.

Run your finger over the margin in lessons 1, 2, and 3.

Copy the five sentences, being careful to leave a margin, to begin every sentence with a capital letter, and to place a period at the end of each.

Look first at the book, then at your work. There are five capital letters. How many have you? There are five periods. How many have you? Did you leave a margin? Is your margin straight? Did you spell the words correctly?

4 A¹

Copy the sentences below. Remember the letters in italics and the period.

1. *The* leaves are on the trees.
2. *The* king is in the garden.
3. *The* turkey is under *the* trees.
4. *The* chicken went to the king.
5. *The* turkey went with the chicken.

Look first at the book, then at your work, and answer these questions:

How many sentences did you write? How many capital letters did you use? Did you put a period at the end of every sentence? Did you copy every word right? Did you make a straight margin?

Copy again every sentence in which you made a mistake.

¹See "Suggestions to Teachers," p. xii.

4 B¹

Copy the following sentences. Remember the letters in black type.

1. The trees are in the garden.
2. The chicken and the turkey ran.
3. They ran to the king.
4. The king was in the garden.
5. They found the king.

Look first at the book and then at your work. Did you begin every sentence with a capital letter? Did you put a period at the end? Did you make a straight margin? Did you spell every word correctly?

Copy again those sentences in which you made a mistake.

5. ORAL WORK

Read the sentences given below:

1. I *saw* Mary.
2. She *ran* away with kitty.
3. We *ate* some candy.
4. I *came* to school yesterday.



Be ready to make sentences telling two things that you *saw*:

at home

at the circus

on the street

in the garden

Tell in sentences what you *ate*:

for breakfast

for lunch



¹ See "Suggestions to Teachers," p. xii.



Tell in sentences what kitty *ate*; what the horse *ate*; what the boy *ate*.

Tell with whom you *came* to school this morning.

Tell whether you *came* early or late.

Play that you *came* from different places. Name these places, beginning with:

I *came* from —

Tell in sentences which boy in your class *ran* the fastest yesterday; which boy in the school *ran* the fastest; whose dog *ran* fastest; whose horse *ran* fastest; which *ran* faster, the street car or the automobile.

6. THE PARAGRAPH

Read the following story:

One day a little chicken was out in the garden. Some leaves fell on her head. She thought it was the sky. So she ran to tell the king.

On the way she met a turkey. She told the turkey that the sky had fallen. He wanted to go with her. So they went together to tell the king.

Run your finger down the margin.

In this lesson the first word, *One*, is printed farther from the edge of the paper than the first words in the next lines. This is because it is the first word in a **paragraph**. There are two paragraphs in this lesson.

Write the first word in each paragraph.
Write the last word in each paragraph.

How many sentences are there in the first paragraph? How many in the second paragraph?

Be ready to tell how every sentence begins.
Be ready to tell what there is after the last word in every sentence.

Write the first word of every sentence in the two paragraphs. Write the last word of every sentence, and put a period after it.

Write each of the following words three times: *margin, capital, letter, sentence, period, paragraph.*

7. COPYING A PARAGRAPH

You are now ready to copy a paragraph. There is something to remember about each of the following things:

- The first word in the paragraph
- The first word in the sentence
- The last word in the sentence
- The margin

Copy the first paragraph in lesson 6. After you have copied the paragraph, look again at this lesson to see if you have remembered these four things. If you have, copy the second paragraph in lesson 6. If you have made a mistake, copy the first paragraph again and make it right.

7 A¹

Read the following paragraph. Look carefully to see where the first word is written. Remember to leave a margin.

Once a little girl went into the garden. She saw a chicken under the trees. The chicken was very hungry. The little girl fed it some corn. Then it ran away.

After you have finished copying the paragraph, look at the book, then look at your work, to see if you have done it correctly. Did you leave a margin? Did you begin each of the five sentences with a capital letter? Did you put a period at the end of every sentence? Did you leave a wide margin before the word *Once*?

7 B¹

Copy the following paragraph. Remember where to place the first word in the paragraph. Remember the margin, the capital letters, and the periods.



The chicken was in the garden. The little girl saw it there. She ran to drive it away. The chicken flew over the fence.

Look at your book, and then look at your work. Correct all mistakes. How many did you make?

¹ See "Suggestions to Teachers," p. xii.

8. A STORY TO TELL

Read and be ready to tell the following story. Be careful to use *came* correctly.

The King's Party

The lion was king of all the animals. One day the king gave a party. He invited all the animals to come to it. The wolf, the bear, and nearly all the other animals *came*. Even the birds *came*. One animal did not come. This was Reynard the Fox.

The wolf *came* up to the king. He said, "O king, you invited us all to come to your party. We are all here but one. That one is Reynard the Fox. He never does what you tell him to do. He has been very mean to me. He *came* to my house. He put dirt into my babies' eyes. And now they cannot see. Look at them."

Then little Fido *came* and stood before the king. He was a pretty dog. He said, "O king, we are all afraid of Reynard. Let me tell you what he did to me. One day I went out for a walk. I *came* to a mill. I *saw* some meat lying there. The miller gave it to me. It was all I had to eat and I was very hungry. But Reynard took it from me and *ran* away with it and *ate* it. It was not his meat. It was mine, and it was all I had."

Make three sentences from the story using *came*. Make one sentence using *saw*. Make one sentence using *ate*.



9. CORRECTING A PARAGRAPH

There are *four* sentences in the paragraph below. Read it until you find the places where the capital letters and periods belong.

at last they found the king they told him that the sky had fallen the king thanked them the chicken and the turkey went home

Copy the paragraph. Be careful to place the first word of the paragraph properly, to leave a margin, and to put in the capital letters and periods.

There should be four capital letters and four periods. Did you put them where they belong?

9 A¹

There are *five* sentences in the following paragraph. Read the paragraph until you can find where the periods and capital letters should be.

they ran on very fast soon they met a fox the fox wanted to go with them they would not let him they thought he would eat them

Copy the paragraph. Be careful to begin the first word of the paragraph in the right place, to leave a margin, and to put in the periods and capital letters.

There should be five capital letters and five periods. If you have made more than one mistake, try again.

¹See "Suggestions to Teachers," p. xii.

9 B¹

Read the following paragraph until you can find the places where the capital letters and periods should be, then copy it correctly.

once there was a little red hen she lived at the top of a hill a fox lived at the foot of the hill he wanted the little red hen for his dinner he went up the hill after her

There should be five capital letters and five periods in this story. Did you put them in? Look at your book, then at your work, to see if your words are spelled correctly.



10. NAMES OF PERSONS

Mary	May	Tom	Harry
Alice	Nell	Fred	Dick
Helen	James	Frank	Betty

Read the first column of names.

Mary begins with a capital letter because it is the **name of a person**. *Alice* begins with a capital letter because it is the name of a person.

Write the names, beginning each one with a capital letter. Tell how the first word in a sentence begins. What is after the last word?

Copy:

The name of a person begins with a capital letter.

¹See "Suggestions to Teachers," p. xii.

II. A PARAGRAPH TO COPY

Read the following paragraph carefully:

We have four children in the family. The names of the boys are John and Harry. The girls are Mary and Nell. Yesterday John and Harry ran a race. A boy named Jack got in the way of Harry. So John won. We think Mary can run faster than Nell.

Write the names of the children. With what kind of letter does each begin? Copy the paragraph. To write it correctly you must remember five things. What are they? Look at the first sentence in your book, then at your first sentence. Is your work right? Correct all the sentences in this way.

II A

Read this paragraph:

It was a fine day. All the children were out playing. A boy named Fred was playing ball with his sister Nell. Soon Tom and Alice came to play with them. Before long May and James came. Then they had a good time.

Write the number of sentences in the paragraph. Write the names of the persons spoken of in this paragraph, beginning each with a capital letter.

What do you call the place at the left where there is no writing?



Copy the paragraph, remembering the margin, capital letters, and periods.

When you have finished, look at the first sentence in your book, then at your work. Correct all mistakes. You should have twelve capital letters. Have you? You should have six periods. How many have you?

11 B

Read this paragraph:

Fred and Harry are brothers. Fred has a pony to ride. Harry has one to drive. One day Harry rode on the pony behind Fred. The pony did not like that.

Write all the names that begin with capital letters.

Copy the paragraph. Correct your work as you have done before. If you have made more than one mistake, copy the paragraph again.

12. ORAL WORK

Study the following story until you can tell it, using the words in italics correctly.

The Town Mouse and the Country Mouse

A country mouse asked a town mouse to have dinner with him in the country. They had corn and beans to eat. The town mouse said, "When I was in the city I *ate* raisins, nuts, and cheese. Come to the city and dine with me." So the country mouse went to the city.

The two mice went into the pantry. There they saw bread, raisins, and a nice piece of cheese. They ate a little bread. Just then some one opened the door. They ran as fast as they could into a hole. When all was quiet they came back again. They ate a little cheese. Some one opened the door. They ran away and hid again. The country mouse said, "You may finish your dinner alone. I prefer to live in the country, where I can eat in peace."

Make a sentence of your own, using *came*.

Make a sentence of your own, using *saw*.

Make a sentence of your own, using *ran*.

Make a sentence of your own, using *ate*.

13. THE WORD "I"

This is another lesson about capital letters. Lesson 2 is about a capital letter for the first word in the sentence. Lesson 10 is about a capital letter for the name of a person.

Read the following paragraph:



Father gave me some eggs. To-day *I* made a nest. *I* put the eggs into the nest. Soon *I* shall have some little chickens. Father says that *I* must take good care of them.

How many sentences are there in this paragraph? Copy the sentences in which the word *I* is found.

Copy:

The word *I* is always a capital letter.

13 A

Read this paragraph:

I am a little chicken. To-day I came from an egg. Soon I shall want something to eat. Little Mary will feed me. Then I shall grow. When I am big I shall not be afraid.



Be ready to tell how many sentences there are in this story. How many sentences begin with the word *I*? In how many sentences do you find the word *I* twice?

The word *I* is always written in what way?

With what kind of letter does the name of a person begin? The first word of a sentence begins with what? What mark is after the last word in the sentence?

Copy the paragraph. Look first at your book, then at your work. Did you copy every word correctly? Did you leave a margin? Did you begin your sentences with capital letters? Did you put periods at the close? Did you make the word *I* a capital letter?

13 B

Copy the following paragraph, noticing that the word *I* is always a capital letter.

I am eight years old. Every day I go to school. Now I am in the third grade. Next year I shall have a pony to ride.

When you have finished, look first at the book, then at your work, to see if you have made any mistakes in the following:

- The margin
- The first word in the paragraph
- The first word in every sentence
- The last word in every sentence
- The capital *I*

Did you spell every word correctly? Correct all your mistakes. If you have made more than *two* mistakes, copy the paragraph again.

14. ORAL WORK

Read the following sentences:



1. We *saw* the bear.
2. He *rang* the bell.
3. The cat *drank* the milk.
4. John *ran* to school.
5. Alice *did* her work well.
6. My sister *came* to school yesterday.
7. At the party we *ate* ice cream and cake.

Use *did* in answering the question at the end of each paragraph:

Once two little boys were playing. Joe broke a cup. When their mother came home, she asked, "Who did it?" What did Joe say? What did his brother say?

Three little girls were sewing. One of them was very careful and did her work nicely. The mother

asked, "Who did this so well?" What would each little girl say?

The teacher left the room. Tom threw a piece of chalk. The teacher came back, and asked, "Who threw it?" What would the boys say? What would Tom say?

The teacher asked the children to bring some spiders to school. The next day she found a glass of spiders on her desk. "Who brought it?" What did the boys say?

Mamma found a nice bouquet of flowers on her table. She asked the children who brought it. Who do you think brought it?

Tell what the boy *drank* when he was warm. Tell what the cow *drank*. Tell what the baby *drank*. Tell what the cat *drank*. Tell what you *drank* on a warm day. Tell what mother *drank* for breakfast.

It was just midnight before the Fourth of July. Tell what bells *rang*. Tell who *rang* the bell for the teacher, for the class to march, for school to close.



15. NAMES OF DAYS

Monday	Thursday	Saturday
Tuesday	Friday	Sunday
Wednesday		

Look at the first word until you can write it without looking at your book. Write it with

a capital letter. Look at your book to see if you spelled it correctly. Write the word two more times. Write each word in this way three times. Remember the capital letters.

At the end of every line given below there should be the name of a day of the week. Write the name on your paper. Number it the same as the sentence. Remember the capital letter.

1. I played store ——— .
2. Mary and I went to the city ——— .
3. Mamma bought me some candy ——— .
4. I rode to the park ——— .
5. We had vacation ——— .
6. We played baseball ——— .
7. I went to church ——— .

Copy:

The name of a day of the week begins with a capital letter.

15 A

Study these two words until you are sure you can spell them correctly, then write them without looking at the book:

Monday

Tuesday

Study these two words until you are sure you can spell them, then write them without looking at the book:

Wednesday

Thursday

Study these three words until you can spell them, then write them from memory:

Friday Saturday Sunday

Now study these three again, and write them from memory:

Tuesday Wednesday Thursday

Study the list below twice more, and write the names of the seven days from memory. Do not forget the capital letters. After you have finished, look at your book and spell a word. Then look at your paper to see if you have written it correctly. Correct all your mistakes, and study again.

Monday	Thursday	Saturday
Tuesday	Friday	Sunday
Wednesday		

Each blank below is to be filled with the name of a day of the week. Write the words that fill blanks, numbering them the same as the sentences. Be careful to spell it correctly and to write it with a capital letter.

1. Will you go to church —?
2. — is washing day.
3. — is ironing day.
4. — was my birthday.
5. Oh — I shall sew.
6. — is a school day.
7. — is a play day.

16. ORAL WORK

Be ready to tell the following story:

One hot day a fox *saw* some grapes. They were hanging high over his head. The fox wanted them very much, and jumped up to get them. He *did not* reach them the first time, so he tried again. He tried and tried, but he could not get the grapes. At last he went away saying the grapes were *not good* and he *did not want* them anyway.

Study these questions and answers until you can give the answers, using the words in italics:

- | | |
|----------------------------|----------------------------|
| 1. Who did it? | I <i>did</i> it. |
| 2. Whom did you see? | I <i>saw</i> Mary. |
| 3. When did you come? | I <i>came</i> yesterday. |
| 4. Where is your horse? | He <i>ran</i> away. |
| 5. What did the cat drink? | She <i>drank</i> the milk. |
| 6. Why did the bell ring? | It <i>rang</i> for recess. |



17. A PARAGRAPH TO COPY

Read the following paragraph, noticing the capital letters and periods:

Every Wednesday afternoon Mary and I play in the park. Last Saturday we played ball. Next Sunday I shall go to visit Helen. School begins Monday. Then we shall work hard every day.

Write the words in the paragraph beginning with capital letters. Copy the paragraph. There are fourteen capital letters and five periods. How many have you?



18. ORAL WORK

Study this game until you can play it without help from your teacher:

The teacher will call the name of one child who will go outside and close the door. Then the teacher will call the name of another child who will ring the bell. When the child outside hears the bell, he will come in and try to find out who rang the bell by saying, "I think Tom rang the bell." If he is wrong the children will say, "No, Tom did n't ring the bell." If he is right they will say, "Yes, Tom rang the bell." The child who left the room may have three guesses. Then, if he has not guessed correctly, the children will say, "Mary rang the bell."

Make sentences of your own with *saw*, *ate*, *came*, *ran*, *did*, *drank*, and *rang*. Be ready to give them quickly when you are called upon.

**19. NAMES OF PLACES**

You have learned to use capital letters for the names of persons. To-day you will learn how to write the names of places. Read this list, looking at the first letter of each word:

Boston

California

Chicago

Washington

Look at the first word until you can write it without the book. Write it. Now look at the book to see if you have written it correctly.

Did you use a capital letter? Write it twice more. Write the other words the same way.

Write the name of the place in which you live.

Write the names of the days of the week.

Write the names of three persons.

The names of places begin with capital letters.

19 A

Here are the names of four places. With what kind of letter does each word begin?

Boston

California

Chicago

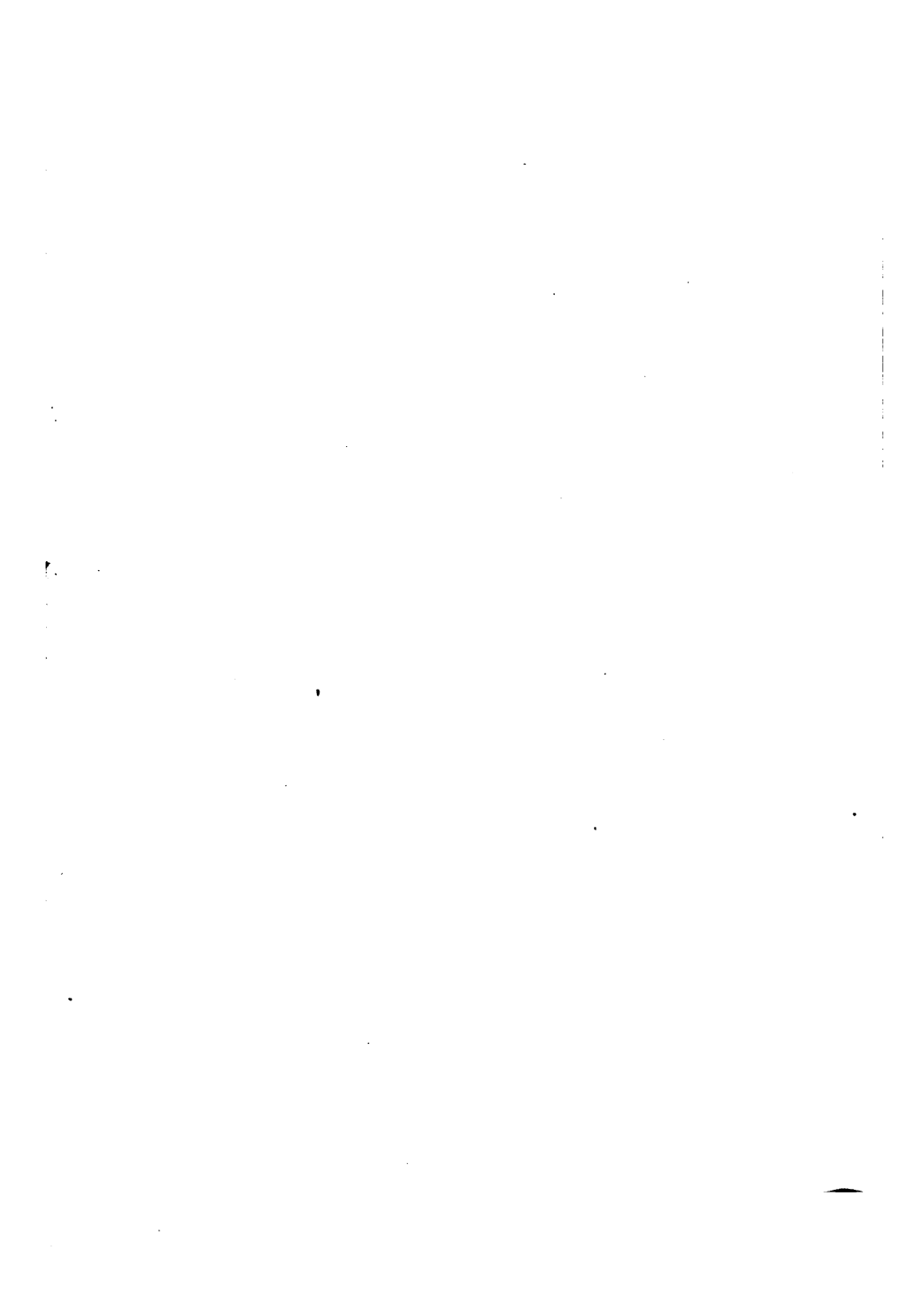
Washington

Study the first two words until you are sure you can spell them without looking at the book. Now write them. Look at your book to see if you wrote them correctly. If not, study and write again. They must be written with capital letters, or they are wrong.

Study and write the next two words in the same way.

Study all four words, and write them from memory. Correct your work by looking at your book. If you made a mistake, try again.

Now turn back to lesson 15 and study, three times each, the names of the days of the week. Close your book, and write the names. Open your book, and correct your work. Did you remember the capital letters? Study again the words you missed.





"And never a tear did he shed—not he"

20. ORAL WORK

This poem tells you a story, but in a new way. Read the poem several times. Think the story over to yourself. Be ready to tell it to the class just as you would any story. Be sure you use the words in italics.

The Difference

A dear little boy who was hard at play
Sat down on the ice one day, one day,
Sat down on the ice in a sudden way.
His hands flew up, and his feet flew out,
And he felt very sad I have n't a doubt;
But he swallowed hard, and he winked quite fast,
Till as much as a minute or two had passed,
And never a tear did he shed—not he
For he was a boy, with a big, big B,
For he was a boy, you see.

Then a dear little girl went down, keethump!
And up *came* the ground with a jumpity jump
And *gave* her forehead a bumpity bump.
Then, oh, the wailing that filled the air!
And auntie and mamma were hurrying there;
And as many as six big tears *came* out
To find what the noise was all about!
And she *ran* to be cuddled and kissed, did she,
For she was a girl, with a small, small g,
For she was a girl, you see!

CARA WATERMAN BRONSON

21. NAMES OF PLACES

In the list below are the names of two cities and two streets. How many capital letters are used in writing each name?

Look at each name until you can write it without the book. Remember the capital letters.

New York	First Street
San Francisco	Main Street

Write the names of the places you learned in lesson 19.

22. A SPELLING REVIEW

Monday	Saturday	California
Tuesday	Sunday	Main Street
Wednesday	New York	First Street
Thursday	Chicago	Boston
Friday	Washington	San Francisco

Look at each word until you can write it without looking at your book. Write every word three times. Close your book, and see how many words you can write from memory.

Open your book, and find the words you left out. Write these at the end. Look over your words to see if all are spelled correctly.

Write the name of the city in or near which you live.

If you live in a city, write the name of the street on which you live.

22 A

Look at the words in your last lesson until you can write them from memory. There are fifteen words. Did you write them all? To make sure, look first at your book, then at your work. Write the words omitted and correct your work. The words are wrong if they do not begin with capital letters. Write each misspelled word three times.

23. WORDS TO WRITE

Write on your paper the name left out in each of the sentences given below. Number your words the same as the sentences.

1. We go to church on —.
2. My name is —.
3. The last day of the week is —.
4. — is a large city.
5. The store is on —.
6. The name of my sister is —.
7. The name of my brother is —.
8. I saw — last week.
9. Tom came to play with me after school —.
10. Oranges grow in —.
11. There was a big fire in —.
12. There is a church on —.
13. My cousin lives in —.
14. Our baby is named —.
15. The day of the week hardest to spell is —.
16. Thanksgiving always comes on —.

23 A

Copy these sentences, filling each blank with the name of a place or of a street:

1. I live in —.
2. I live on —.
3. I should like to visit —.
4. Many people live in —.
5. A friend of mine lives on —.
6. My sister Mary is visiting in —.
7. Oranges grow in —.
8. Snow falls every winter in —.
9. There was a great fire in —.

24. ORAL WORK

Study this story until you can tell it, using the words in italics correctly. Do not try to remember every word in the story, but tell it in your own way.

Meeko

Once there was a little squirrel named Meeko. He lived in the woods. Meeko worked very hard. When the chestnuts fell he picked them up for winter. He had a safe place at the foot of a big tree where he hid them.

One day a bluejay in the tree *saw* Meeko hide the nuts. Now the bluejay *did* not like to work. So when the squirrel *ran* away for more, he flew down and *ate* some of the nuts. Soon Meeko *came* back. He *saw* that some of the nuts were gone, and he was very angry.



Meeko hid now and watched for the thief. When the bluejay *came* again, Meeko jumped at him, but the bird flew away. Meeko looked for another hiding place for his nuts. He hid them there, and had them to eat in the winter.

Answer these questions in good sentences: What did the bluejay see? What did he do? What did Meeko see? What did he do?

Make sentences of your own, using *drank*, *came*, *ran*, *saw*, *did*.

25. A PARAGRAPH TO COPY

Read the following paragraph carefully, noticing the capital letters and periods:

Mary is a *little* girl who lives in Boston. She has a *cousin* named Harry who lives *near*. One Saturday Mary went to visit Harry. In the *afternoon* they went to the park. They sat on the *soft* grass. They ran *races*. They *watched squirrels* hiding nuts.

Write the names of the two children. Write the name of the city. Write the name of the day of the week.

Make a list of the words given in italics. Look at the first three words in your list until you can write them from memory. Then study the next three in the same way. When you have finished writing the words, look at your list to see if any are wrong. Correct all mistakes.



Study the first sentence until you can write it without looking at the book. Be careful to write the first word in the paragraph in the right place. Do not forget the margin.

After you have written the first sentence, look at the copy, then at your work, to see if it is right. Correct all mistakes. In the same way write the other sentences in the paragraph.

26. ORAL WORK

Be ready to tell the following story:

Once Abraham Lincoln and some friends were traveling through the woods on horseback. It was very warm, and they stopped to rest while the horses *drank* some cool water. When they were ready to start, Lincoln could not be found.

"I *saw* him hunting for a bird's nest a few moments ago," said one. "He found two birds that had fallen from their nests, and he wanted to put them back."

Soon Lincoln *came*. He had found the nest and returned the birds safely. His friends laughed at him, but Lincoln said:

"If I had not put those birds back, I could not have slept to-night."

27. A PARAGRAPH TO WRITE

Read the following paragraph carefully:

My *name* is Alice. I live on Pine Street in Chicago. One Wednesday my *mother* and I went

across the lake to *visit* my cousins. I *played many games* with the two girls. We *jumped rope*. We rode *horseback*. We *picked* wild flowers. It was very late when we *reached* home.

Study the words in italics until you can write them without looking at the book.

Study the first sentence, then write it from memory. Look at the book to see if you wrote it correctly. Study every sentence in this way, correcting each as you write it. Did you write the first word in the paragraph in the right place, leave a margin, and put in the periods?

28. ORAL WORK

Here are two stories to tell. Try to use the words in italics. Do not use *and* between your sentences. Finish a sentence. Stop. Begin another sentence without using *and*.

The Fox in the Well

A sly old fox fell into a well. He could not climb out. A goat passing by *saw* the fox and asked, "What are you doing down there?"

"This is the nicest water I ever tasted," said the fox. "Come down and have a sip of it."

So down jumped the silly goat. He was very thirsty, so he *drank* some of the water. While the goat was drinking the sly old fox jumped upon his back, up to his horns, and out upon the ground. Then he went quickly away, and left the goat to get out the best way he could.



Pussy and the Cream



One day pussy went into the dining room before breakfast. She *saw* a tall jug of cream on the table. She jumped upon the table, but she could not reach the cream with her tongue. Pussy was afraid to upset the jug. She stuck in her paw, pulled it out and licked the cream from it. Pussy *did* this until there was no more cream in the jug. That morning the family had no cream for breakfast.

29. MONTHS OF THE YEAR

January	March	May
February	April	June

January begins with a capital letter because it is the **name of a month**. Why does *February* begin with a capital letter?

Look at the first word in the list above until you can write it without looking at your book. Then write it three times. Study all the words in this way, writing each word three times. Begin each word with a capital letter.

Learn the names of the months in order, so you can write them without looking at your book.

Write the words that correctly fill the blanks below. Number them the same as the sentences.

1. — is a large city.
2. I know a girl who lives on — Street.
3. The third day of this month is —.
4. The last day of the week is —.

30. MONTHS OF THE YEAR

July August September

Learn to write the names of these months just as you did those in your last lesson.

Write from memory the names of the first nine months; of the days of the week.

Copy

The name of a month begins with a capital letter.

31. MONTHS OF THE YEAR

October November December

Learn to spell the names of these months, writing each one three times.

Write from memory the names of the twelve months of the year, in order.

Write the names of two places; of one street; of two persons.

31 A

Study the following words two at a time, then write them from memory. Correct your work as you go.

January	May	September
February	June	October
March	July	November
April	August	December

Close your book. Write the names of the months. Open your book and correct your work.

32. ORAL WORK

Study the following story carefully so you can tell it to the class, using correctly the words in italics:

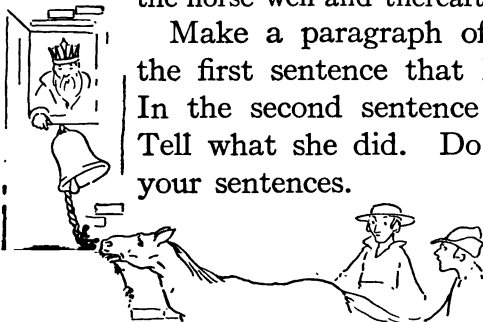
How the Horse Rang the Bell

Once upon a time a king had a big bell hung up in an open place in the city. He told the people to ring the bell when they were in trouble, and he would come to see what was wrong. If two men quarreled they *rang* the bell, and the king settled the quarrel. If a man was cheated, he *rang* the bell, and the king *saw* that he was fairly treated. Even the children *rang* the bell when the boys did not play fairly in the games.

After a while the bell rope wore out. It was mended with a piece of living grapevine. One day the bell *rang* loudly, and the people *ran* out to see what was the matter. There stood a poor old horse. His master had turned him out and would not feed him any more. The poor horse was so hungry that he *ate* the vine used in mending the rope. He pulled so hard on the vine that the bell *rang*.

The king asked whose horse it was. When the people brought the owner, the king told him to feed the horse well and thereafter take good care of him.

Make a paragraph of your own, telling in the first sentence that Mary came to school. In the second sentence tell what Mary saw. Tell what she did. Do not use *and* to begin your sentences.



33. A PARAGRAPH TO COPY

Read this paragraph carefully:

Mary Gray is a little girl who lives in New York. She has a *cousin named* Jack, who lives in Boston. One Thursday in February Jack came to *visit* Mary. They went all over the city in the cars. The *first* Sunday it *snowed* all day. On Monday and Tuesday the *children threw* snowballs and *built* snow men. It was so *warm* Wednesday that the snow *melted*. After *two weeks*, Jack went home.



Study the words in italics, three at a time, until you can write them without your book.

Study the first sentence until you can write it without looking at the book. Write it. Look at your book, and correct the mistakes. Study all the sentences and write them in this way, correcting each sentence as you write it. Count your mistakes. If you made a mistake in the margin, copy the paragraph again.

34. MONTHS

Write on your paper the name of the month that fills the blank. Number your word with the same number as the sentence.

1. The first month of the year is —.
2. The last month of the year is —.
3. School begins in —.
4. School closes in —.
5. My birthday comes in —.

Copy the following sentences. Do not forget the capital letters, periods, and margin:

1. The second month of the year is February.
2. Sometimes it is warm in March.
3. The birds sing in April.
4. In May and June the roses are pretty.
5. We go to the country in July.
6. My sister Mary has a birthday in August.
7. Mary and I live on Washington Street.

35. ORAL WORK

Be ready to use each of the words in italics in a sentence of your own:



1. We *ate* the oranges and apples.
2. John *came* to school early.
3. We *saw* the bears at the circus.
4. The horse *ran* away.
5. We *did* our work well.
6. The baby *drank* all the milk.
7. Mary *rang* the bell.
8. Alice *brought* the lunch to-day.
9. Mother *gave* baby a jumping jack.
10. We *sat* under the tree to rest.

Read one of the questions on the opposite page, then the answer. After you have studied all the questions and answers well, read a question and see if you can give the answer correctly from memory. The word in italics is the important one to use.

1. What did the bird eat? The bird *ate* seeds.
2. When did the circus come? The circus *came* yesterday.
3. What did you see at the circus? I *saw* the bears at the circus.
4. What did the horse do? The horse *ran* away.
5. What did kitty drink? Kitty *drank* some milk.
6. How did you do your work? I *did* my work well.
7. What happened on the Fourth of July? All the bells *rang* on the Fourth of July.
8. What did you bring to school to-day? I *brought* my lunch to-day.
9. Did mother give you something? She *gave* me a ball.
10. Where did you sit to read? I *sat* under a tree to read.

Read the following poem, changing the words in italics to past time:

The Robin

When father *takes* his spade to dig,
 Then Robin *comes* along,
 He *sits* upon a little twig
 And *sings* a little song.

Or if the trees *are* rather far,
 He *does* not stay alone,
 But *comes* up close to where we *are*
 And *bobs* upon a stone.



LAURENCE ALMA-TADEMA

36. THE QUESTION MARK

Read carefully the following questions and answers:

1. How old are you? I am eight years old.
2. Where do you live? I live in Boston.
3. What grade are you in? I am in the third grade.
4. Have you a brother? I have no brother.
5. Do you know your lesson? I know my lesson.



Here are five questions and five answers. Read the first question. The mark after it is called a **question mark**. Make five very light question marks. Read the answer to the first question. There is a period after the answer.

Copy the five questions, putting a question mark after each one.

37. THE QUESTION MARK

Here are eighteen sentences. Some of them are questions. What mark should follow a question? Some of the sentences should be followed by periods. Write the last word of each sentence and put the right mark after it.

1. Father and I often read together
2. Baby was afraid to go
3. Did you find your pen
4. Eight children were in the house
5. May I go to see Alice to-morrow
6. When will father go home
7. John can run faster than Tom

8. Will you take me with you
 9. Every Tuesday our teacher tells us a story
 10. Do you live in Washington
 11. Some of the chickens flew away
 12. One day Tom came to see me
 13. Was she in the garden
 14. The little one was afraid to go
 15. Did he want to stay
 16. The boy thought he would go to San Francisco
 17. Will John go Wednesday
 18. Where did you find the leaves
- Copy sentences numbered 1, 5, 9, 10, and 15.

37 A

Write the last word in each sentence, and put the right mark after it:

1. Where are you going
2. I live in New York
3. Is this your home
4. Will you come Wednesday
5. Where is your sister
6. My birthday is in February
7. Mary lives on Main Street
8. How did you do it
9. Is your mother at home
10. Did you go last Thursday
11. Are they coming Tuesday
12. We shall live in Washington

Copy sentences numbered 2, 4, 6, 7, and 12.

37 B

Write the last word of each sentence, and put the right mark after it:

1. Is he coming soon
2. I shall go to-day
3. When will the bell ring
4. Have you done it
5. He has gone to Chicago
6. It is too warm in the sun
7. We are going to move to California
8. How soon will he come
9. Is Fred late
10. To-day is Thursday
11. All are going to the picnic
12. Were you ill yesterday
13. She has gone to school
14. Did you work hard
15. They will not stay
16. Where is my book

Copy sentences numbered 5, 7, 10, 13, and 15.

38. ORAL WORK

Tell by whom you *sat* at breakfast this morning.

Tell by whom you *sat* in church.

Tell by whom you *sat* at the moving-picture show.

Tell by whom you *sat* on the playground or at recess.

Read the following paragraph:

Once there was a man living all by himself. Christmas was very near, but he had no children to whom he could give presents. Finally he thought of a plan. He went to the city and bought a great many toys. He put them all into a pack. Then he visited all the children in the village. He *brought* a nice new crutch to a lame boy. He *brought* a knife to another little boy. He *brought* a doll to a little girl.



Tell in good sentences what he *brought* you and your friends.

Tell what the bird *brought* to build her nest.

Tell what the postman *brought* father.

Tell what Santa Claus *brought* you for Christmas.

Tell what your mother *gave* you for your birthday.

Tell what mother *gave* you for Christmas.

Tell what father *gave* you for weeding the garden.

Be ready to play this game: Your teacher is to have a party and each one is to give her something. Write on a piece of paper the name of what you wish to give her. Go in turn to the teacher with your gift. Then she will ask, "Who gave me the book?" The child who wrote *book* on the paper will rise and say, "I *gave* you the book."



39. QUESTIONS TO WRITE

Once a little girl wrote a letter to the man in the moon. Here are three paragraphs from the letter. Read them carefully:

I think you must be a very old man by this time. Will you come *down* and see me? How do you *live* up *there*? How do the little girls look? Do they *dress* and *play* *just* as we do?

My book says that only one half of the moon gets any light. Then is it *always* day on one side and night on the other? My sister says there is a lady in the moon. Is that *true*? My brother says the moon is made of green cheese. I think he is joking. Is he?

Please write soon and tell me all about it.

Study the words in italics, three by three, until you can write them without your book.

Study the sentences that are questions, one by one, until you can write each without the book. Do not try to write more than one sentence at a time. Correct each sentence as soon as it is written by looking at your book.

Copy the first paragraph.

How many periods are in the first paragraph?
 How many did you have right? How many
 question marks are in the first paragraph?
 How many did you have right?

Did you think about the first word in the
 paragraph? Did you remember the margin?

40. TITLES

Read these names. How many capital letters are used? How many periods?

Mr. Brown

Miss Ball

Mrs. Hill

Dr. Jones

Copy the following names, writing *Mr.*, followed by a period, before every one: *Brown, Hill, King, Ball, Wood, Cook.*

Copy the names again, writing *Mrs.* before each one. Do not forget the period.

Copy the names again, writing *Miss* before each one. Remember, there is no period after *Miss* when written before a name.

Copy the names again, writing *Dr.* before each one. There is a period after *Dr.*

Dr., *Mr.*, and *Mrs.* are called **abbreviations**.

41. TITLES

Mr. James Ball

Miss Mary Little

Mrs. Fred Jones

Dr. Edward Crane

Miss Alice Hall

Mr. Alfred Fox

Mrs. Harry Parker

Mrs. Frank Hill

Mr. Harry Parker

Dr. Albert Miller

Write in one column the names of the men; in another column the names of the women.

Write the name of your mother.

Write the name of your father.

Write your doctor's name, if you have one.

Write your teacher's name.

42. WRITTEN WORK

Fill the blanks in these sentences with a name. Number your words the same as the sentences.

1. Mr. Jones lives on — Street.
2. Tom lives in —.
3. Does Miss Browne live in — ?
4. I like to visit Mary in —.
5. I go to church on —.
6. Are Mary and — sister and brother?
7. My cousin is named —.
8. The first month of the year is —.
9. The last month of the year is —.
10. The first day that we go to school is —.
11. The last school day in the week is —.
12. There is no school —.
13. The hardest day of the week for me to spell is —.
14. The shortest month of the year is —.
15. An easy month to spell is —.
16. Oranges grow in —.
17. My birthday comes in —.
18. George Washington was born in —.
19. The next day after Monday is —.
20. The next day after Wednesday is —.

Copy sentences numbered 1, 3, 5, and 6.

43. ORAL WORK

Be ready to tell the story the picture on the opposite page tells you.



44. A PARAGRAPH TO WRITE

Read this paragraph:

Not far from us live Mr. and Mrs. Miller and their children. We like to go to visit them. Often Miss Miller plays the piano. Then John and May sing. Sometimes Mr. and Mrs. Miller sing together. After this Mrs. Miller helps us make candy.

How many periods are there in this paragraph? Write the words that are followed by periods. Write the paragraph from memory, sentence by sentence, just as you have done in other lessons.

Look your work over, word by word, to see if you have written everything correctly. If you have made a mistake, write again the sentence in which the mistake was made. Write every misspelled word three times.

45. WRITTEN WORK

Study the first of the following sentences so you can write it without looking at the book. After you have written it, correct any errors. Write the other sentences in the same way. Remember the question marks in sentences 5, 6, and 10.

1. Mrs. Jones came home to-day.
2. My birthday is in September.
3. The first month of the year is January.
4. I could not go to school Wednesday.

5. Is there a candy store on Main Street?
6. Is Tom talking to Dr. Jones?
7. We like to visit Mr. and Mrs. Brown.
8. Boston and New York are large cities.
9. February is the shortest month.
10. Does Miss Brown live on Main Street?

45 A

Study the first sentence below so you can write it without looking at the book. Write the sentence. Correct the errors. Write the other sentences in the same way.

1. Did Mr. Stone go to Chicago?
2. In September I was in California.
3. We were talking to Dr. Brown.
4. Do you live on Main Street?
5. I should like to go to Boston.
6. Were they here on Tuesday?

45 B

Study the first sentence below so you can write it without the book. Write it. Look at the book, and correct your work. Write the other sentences and correct the errors, if any.

1. Will there be school next Tuesday?
2. I have no pencil to-day.
3. Where are you going Wednesday?
4. Did you see Mrs. Brown?
5. I have a birthday in October.
6. Will you see her in February?

46. ORAL WORK

Read the first group of sentences, then use them in answering the questions in the second group.



1. Baby *lay* in the bed to sleep.
2. Mamma *lay* upon the bed to rest.
3. The tired dog *lay* under the tree.
4. I *won* three games of checkers.
5. John *won* the race.
6. Their team *won* the football game.
7. The home team *won* the baseball game.
8. The tortoise *won* the race.



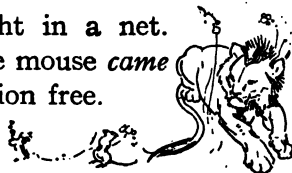
1. Where did baby *lie* to sleep?
2. Where did mamma *lie* to rest?
3. Where did the tired dog *lie*?
4. How many games did you *win*?
5. Who *won* the race?
6. What did their team *win*?
7. Which team *won* the baseball game?
8. Who *won* the race between the tortoise and the hare?

Be ready to tell the following story, using the words in italics:

The Lion and the Mouse

Once, as a lion *lay* asleep, a little mouse *ran* over him. This woke the lion and made him very angry. He caught the mouse and was going to kill it. The mouse said, "Do not kill me. I will help you some day." The lion laughed and *let it go*.

Soon afterward the lion was caught in a net. The little mouse heard him roar. The mouse *came* up and gnawed the ropes, setting the lion free.



47. ABBREVIATIONS

January	Jan.	July	July
February	Feb.	August	Aug.
March	March	September	Sept.
April	April	October	Oct.
May	May	November	Nov.
June	June	December	Dec.

The names of a few of the months are sometimes written in a short way. Read the list above, writing first the names of the months that are not shortened. Read the list again, writing the names that may be shortened. Write after each month the short form, putting a period after it. This short form is called an **abbreviation**. Learn to spell *abbreviation*. *Mr.*, *Mrs.*, and *Dr.* are also called abbreviations.

Copy:

An abbreviation is followed by a period.

48. WRITING DATES

January 1, 1914	December 1, 1914
February 1, 1914	March 1, 1914
August 1, 1914	April 1, 1914
September 1, 1914	May 1, 1914
October 1, 1914	June 1, 1914
November 1, 1914	July 1, 1914

January 1, 1914 is called a **date**. There are twelve dates at the beginning of this lesson.

Copy the dates. Remember the capital letter and the new mark (,), called a **comma**.

Sometimes in writing dates, abbreviations for the names of the months are used. Copy the dates again, using abbreviations where possible. Remember the period after the abbreviation.

Correct your work by looking *first* at the date in the book, then at your work. Write again all dates in which you made a mistake. How many did you have right the first time?

48 A

January 3, 1910

July 4, 1914

February 5, 1913

August 2, 1911

March 2, 1913

September 1, 1914

April 19, 1911

October 3, 1886

May 2, 1910

November 27, 1913

June 6, 1812

December 8, 1886.

Copy the above dates. There are two things to remember about each one, the capital letter and the comma.

Copy these dates, adding periods and commas:

Jan 3 1914

March 18 1912

Dec 2 1913

Feb 6 1886

Oct 6 1888

Aug 1 1912

Look at your work. Have you a period after the abbreviation and a comma between the two numbers? How many mistakes did you make?

48 B

Write these dates correctly:

December 25 1915	March 5 1910
January 1 1915	February 22 1892
Oct 5 1883	April 1 1915
Sept 21 1876	May 1 1914
July 4 1776	Aug 2 1886
June 16 1884	Nov 30 1915

Four dates should have two marks, and eight dates only one. How many errors did you make? Copy correctly the dates you missed.

Think of five dates, and write them.

49. ORAL WORK

Tell these stories, using the words in italics.

What He Saw

There was once a little bird that *came* out of a tiny blue egg in a nest in the top of a tall tree. At first he was very small, but he grew and grew. Soon he was old enough to fly.

He said, "Mamma, I am going to fly away. I wish to see all the beautiful things about me."

So he *flew* away. He was gone a long time. At last he *came* back.

His mamma said, "Tell me, child, what you *saw*."

"I *saw* some funny animals playing with a round thing."

"Oh, those were boys playing ball," said the mother bird.




"I *saw* some pretty blue flowers growing on a hillside. I *saw* some frogs swimming around in a big pond."

Then his mother said, "You have seen so much to-day, you may fly away again to-morrow."

Tell what you think the bird *saw* the next time he flew away.

The Dog and His Shadow



A dog carrying a bone in his mouth was crossing a bridge over a stream. He looked down into the water. There he *saw* another dog with a larger bone in his mouth. He was a greedy dog, so he dropped his own bone to get the larger one. But he found the dog in the water was only his shadow. And he had to go home hungry.

The Hare and the Tortoise

Once a hare met a tortoise creeping slowly along. The hare laughed and said, "You could never win a race."

"Let us race to that tree by the bridge," said the tortoise. The hare laughed again but agreed to run.

The tortoise went on, creeping slowly along. She did not stop to rest even once.

The hare knew he could run fast, so he *lay* down in the shade to rest, and fell asleep. When he awoke he got up quickly and *ran* as fast as he could to the tree. The tortoise was already there and so had *won* the race.

50. A REVIEW

1. Write in order the names of the days of the week.
2. Write the names of the months of the year that may be abbreviated, and put the abbreviations after the names.
3. Write the name of a man, a woman, a young lady, and a doctor.
4. Write the date of to-day.
5. Write the date of your birthday.
6. Write the date of last Easter.
7. Write the date of last Thanksgiving.
8. Write the date of next Christmas.
9. Write the date of last Fourth of July.
10. Write the date of next New Year's Day.

50 A

Look over your last lesson. If you misspelled any words in Number 1, turn to lesson 15 and correct your work.

If you missed any in Number 2, turn to lesson 47 and correct your work.


For Number 3, turn to lesson 40 and correct your work.

For Numbers 4, 5, 6, 7, 8, 9, and 10, turn to lesson 48 and find out how to write a date correctly.

Now, do lesson 50 once more and correct your work.

51. A WRITTEN PARAGRAPH

Read this paragraph:



My last *birthday* was *August 2, 1915*. It was a very *sunny* day. *Mary* and some of her *friends* came from *San Francisco* to visit me. We went out to the playground in the park. There we rode in the little cars and *played* in the *swings*. At noon we ate our lunch under the trees. *Mother* *bought* a *glass* of milk for each of us. In the afternoon *Mrs. Brown* brought *Ruth* out to play with us. Do you not think we had a very *pleasant* day?

Write the date found in the paragraph.

Write the names of three people.

Write the name of a city.

Study the above paragraph, sentence by sentence, writing each one from memory as you have done before. Correct your work. Be ready to write the paragraph as your teacher reads it aloud. This is called **dictation**.

52. ORAL WORK

Learn to answer the following questions by using the words in italics correctly:

1. What did the horse eat? The horse *ate* grass.
2. What did we see last week? We *saw* the circus last week.
3. Who ran fastest in the race? James *ran* fastest in the race.
4. Who came to see us yesterday? Our baby cousin *came* to see us.

5. Who did the work? I *did* it.
6. What did the cow drink? The cow *drank* water.
7. What noise did I hear? John *rang* the bell.
8. Who brought you to school? Father *brought* me.
9. Where did you sit yesterday? I *sat* by John.
10. What did mother give you? Mother *gave* me a doll.
11. Have you a pencil? I *have* no pencil.

If you have no pencil, and some one asks to borrow one, you should say, "*I have no pencil,*" or, "*I have n't any pencil.*"

Tell why you cannot lend your pen, your reader, your knife, your ring, your watch.

Tell why you cannot write on the blackboard, get a drink of water, study your reading lesson, write your spelling, brush your hair, sharpen your pencil, eat your cake, play in the swing.

Beginning with *I have, I have no, or I have n't any*, answer these questions: Have you a baby sister? Have you a brother? a pet kitten? a blue dress? a new knife? a top? a fan? a new story book? a coaster? a pencil box?

53. TITLES

Aunt Alice

Aunt May

Cousin Tom

Cousin Helen

Uncle James

Uncle Frank

Grandpa Brown

Grandma Brown

Aunt begins with a capital letter because it is part of a name. *Cousin*, *Uncle*, *Grandpa*, and *Grandma* are parts of names, too. With what kind of a letter does each one begin?

Copy the list of titles.

Write *Aunt* before each of the following names: *Mary*, *Betty*, *Nell*; write *Cousin* before each.

Write *Uncle* before each of these: *Harry*, *Fred*, *Dick*.

Write *Grandpa* before each of these names: *Hall*, *Miller*, *Black*, *Jones*; write *Grandma* before each one.

Study *Aunt*, *Cousin*, *Uncle*, *Grandpa*, and *Grandma* until you can write them without looking at the book.

54. A WRITTEN PARAGRAPH

Read the following paragraph:

My *Aunt Jane* and *Uncle Tom* are dear old people who live in the country. They like to have boys and girls visit them. Sometimes *Cousin Jack* and *Cousin Harry* go out with me to spend a week. Then *Aunt Jane* lets me dress up in her old clothes. *Uncle Tom* gets out the old coat he wore in the army for *Cousin Harry*. He lets Jack carry his gun. We have such good times. Would you like to go with us?



Write the words in italics. Spell twice to yourself all the hard words. Write the sentence that asks a question.

Study the sentences, one by one, until you can write them without looking at your book. As soon as you have written a sentence look at your book and correct every mistake.

Be ready to write the paragraph correctly as your teacher reads it aloud. This is called writing from *dictation*. After you have finished writing the paragraph from dictation, look first at a sentence in the book, then at the sentence as you have written it. Correct your errors. How many errors did you make?

54 A

In each of the sentences given below, write the word that fills the blank, choosing from this list: *Aunt, Uncle, Cousin, Grandma, Grandpa.*

1. Are you going to see — Brown?
2. Where is — Alice?
3. We shall go to visit — Robert.
4. See the book — John gave me!
5. We will take dinner with — Tom.
6. Did you see the letter — Lee wrote?
7. — Rose and I are each nine years old.
8. This is for — Miller.
9. Did you know — Jane had gone to Boston?
10. Will — Smith come to-morrow?

Write each name with the word that should appear in the blank in the above sentences; as, *Grandma Brown.*

55. ORAL WORK

Be ready to tell this story, using the words in italics correctly.

The Little Pine Tree

A little pine tree stood in the woods. It *had no* leaves on its branches. It had only needles. The little tree said, "I do not like needles. I want leaves. All the other trees in the woods have pretty leaves. But I want better leaves than they have. I want gold leaves." Night *came*, and the little tree went to sleep. Then a fairy *came* by and *gave* it gold leaves. When the little tree woke up and saw its leaves of gold, it was very happy.

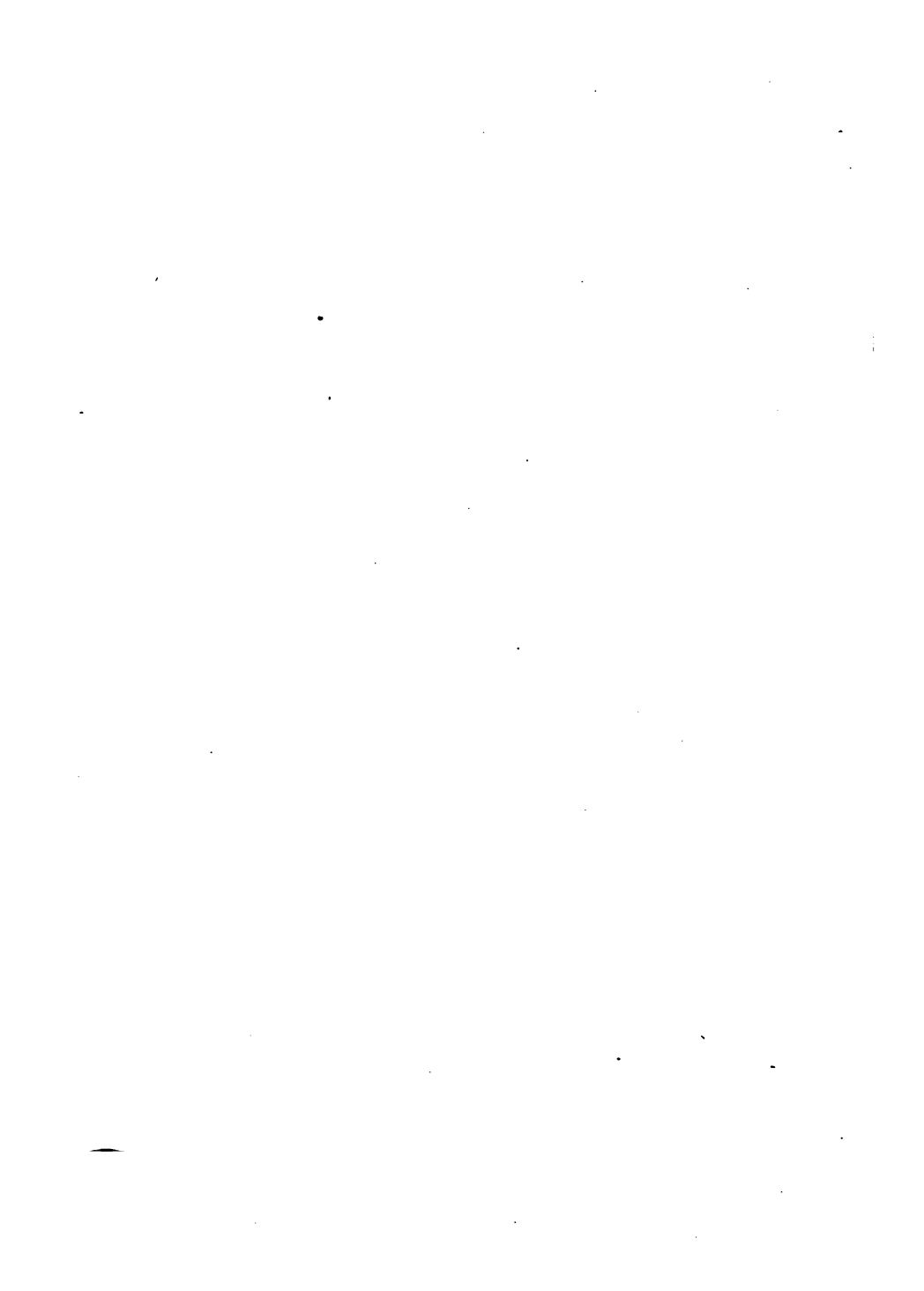
Night *came* again. A man with a bag passing by *saw* the gold leaves. He took them all, and put them into his bag. Now the little tree *had no* leaves. It had no needles, either. The poor little tree cried, "I do not want gold leaves again. I will have glass leaves."

By and by the little tree *went* to sleep and the fairy *came* and put glass leaves on it. When the little tree awoke and saw its glass leaves, it was very proud. That day a wind *came* up and blew and blew. The glass leaves fell from the tree and were broken.

Again the little tree *had no* leaves. This time it said, "I want green leaves. I want to be like the other trees," and went to sleep. When it awoke it had green leaves. A hungry goat *came* by and *ate* all the leaves. Then the little tree said, "I shall be happy with my own needles."



A fairy came by and gave the little tree gold leaves



56. THE COMMA

Grace and May
Grace, May, and Tom
papa and mamma
papa, mamma, and baby
Monday and Tuesday
Monday, Tuesday, and Wednesday
January and February
January, February, March, and April
bread and butter
bread, butter, and jam

Read the first group of words. Grace and May are two persons. Read the second group. Grace, May, and Tom are three persons. There are commas after Grace and May. Papa and mamma are two persons. Papa, mamma, and baby are three persons. After which names are commas used?

Copy the groups of words above which contain commas.

Copy these sentences:

1. Grace, May, and Tom came to my birthday party.
2. Friday, Saturday, and Sunday are three days of the week.
3. John ate bread, butter, cake, and candy.
4. Do Mr. and Mrs. Miller live across the street?
5. We shall come July 1, 1916.

After you have finished, look at your book and correct your errors.

57. THE COMMA

Copy these sentences, putting in the commas if three or more persons or things are spoken of.

1. Did Tom Harry and May come to see you?
2. Boston Chicago and New York are large cities.
3. Jan. Feb. Nov. and Dec. are short ways of writing January February November and December
4. We learned to write Mr. Mrs. Miss and Dr.
5. There are candy stores on Main Street and First Street.

Write a sentence of your own, telling what Mary, Alice, and I did; telling about oranges, apples, and peaches.

Write a sentence of your own, using the date, October 12, 1916.

57 A

Read the two groups of words given below:

papa, mamma, and baby
papa and mamma

In the first group three persons are spoken of. Where are the commas?

In the second group two persons are spoken of. Are there commas?

Copy the following groups of words, putting in the commas where they should be.

oranges apples and pears	dogs cows and horses
boys and girls	mother father and son
books pens and pencils	sister and brother

57 B

Copy the following sentences, putting in commas if necessary. Read again lesson 57 A, and the first two sentences in this lesson.

1. We ate bread, butter, and jam. (How many commas?)
2. Do you like ice cream and cake? (How many commas?)
3. Thursday Friday and Saturday are holidays.
4. Will you bring paper pencils and books?
5. I like Rose Alice and May.
6. Did you visit Chicago Washington and Boston?
7. Tuesday Wednesday and Thursday are hard words to spell.

58. A STORY TO WRITE

Read the following:

Last Saturday, Edith, Cousin May, and I went to a *picnic* with Mr. and Mrs. Jones. We found a *pretty* place to eat under the trees. Mr. Jones made the *fire while* we spread the lunch.

After lunch Cousin May and I went *wading*. We played tag in the water. It was great fun. Would you like to go with us *next* time?

How many paragraphs are in the story?
How many sentences are in each paragraph?
Find the sentence that asks a question.

Read the first paragraph. Find in it a sentence containing two commas. Write all the words beginning with capital letters.



Study the words in italics, in groups of three, until you can write them without your book. Copy the story, remembering the capital letters, periods, and commas. After you have finished, read a sentence from the story, then look at your work. Did you have everything right? Look over every sentence in just this way, and mark down the number of mistakes you have made. Correct all the mistakes.

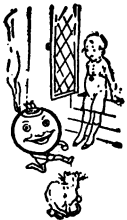
Be ready to write the lesson from dictation. After you have finished writing from dictation, open your book and correct your work. How many mistakes did you make when you copied the story from the book? How many mistakes did you make when you wrote the story from dictation? Did you make the same mistakes both times?

59. ORAL WORK

Study these stories until you can tell them to the class. Study the words in italics.

Johnny Cake

Once a kind mother *made* a Johnny Cake for her little boy and put it into the oven to bake. Then she *went* to see who *rang* the bell. The little boy went to look out of the window. While they were both away Johnny Cake jumped out of the oven and *ran* out of the door and down the street. The little boy began to cry, but he *ran* after his cake.



It *went* so fast that he could not catch it, so he *sat* down by the road to rest awhile. Then he went home, but the Johnny Cake *ran* on and on. He passed a man, a bear, a woman, and a wolf, but he was not *caught*. At last Johnny Cake *came* to an old fox. The fox was very sly, and played he could not hear. Johnny Cake *came* nearer and nearer. The fox *caught* it in his sharp teeth, and *ate* it.

The Fox and the Crow

A crow *sat* on a tree with a piece of cheese in her beak. A fox went by. He *saw* the crow and wished to have the cheese. "Ah, my friend," he said, "will you not sing for me? Your voice is very sweet, I am sure. I should like to hear it."

The silly crow opened her mouth and *sang*, "Caw, caw." The cheese dropped out and the cunning fox *caught* it. He did not wait for the song, but *ran* away with the cheese and *ate* it.

60. CITIES AND STATES

Boston	Massachusetts
Washington	District of Columbia
New Orleans	Louisiana
Chicago	Illinois
San Francisco	California
New York	New York

Here are the names of six cities and of the states in which they are found. Sometimes, if the names of states are very long, they are shortened. These shortened names are called **abbreviations**.

One way of writing the name of a city, followed by the name of a state, is found below:

Boston, Mass.	San Francisco, Cal.
Washington, D.C.	New Orleans, La.
Chicago, Ill.	New York, N.Y.

What mark is between the name of the city and that of the state? Some abbreviations have one period and some have two periods. Write in a list the abbreviations with one period. Write in another list those with two periods.

Copy the names of the cities and the abbreviations of the states just as they are written. Remember the commas and the periods. Study until you can write them without the book.

61. HEADINGS OF LETTERS



Boston, Massachusetts	February 3, 1914
Washington, District of Columbia	January 6, 1914
Chicago, Illinois	May 3, 1914
New Orleans, Louisiana	November 27, 1914
San Francisco, California	August 9, 1914
New York, New York	September 4, 1914

You have learned to write the names of six cities and six states. This lesson shows how to begin a letter if you live in one of these cities. Before you begin to copy, answer these questions:

If you lived in Boston, what would you write on the first line?

Would you begin to write on the left- or right-hand side of the page?

In what part of the page would you begin? (Near the middle of the top line.)

How many capital letters and commas would you use?

What would you write on the second line?

Where would you begin?

These are called **headings** of a letter. Copy the six headings on the right-hand side of your page. If your paper is narrow, and the name of the state long, you may use an abbreviation.

Write the heading of a letter, using the city and state in which you live, and the date of to-day. Begin near the middle of the first line, and write it as if it were to be a real letter.

61 A

Study the headings in your last lesson, then copy those on the next page. There is one mark needed in writing the name of the city and state. What is it? There is one mark needed in writing the date. What is it?

Chicago Illinois
 September 21 1915
 Boston Massachusetts
 December 3 1914
 San Francisco California
 November 8 1916

One mark only is needed in writing the names of the places below.

New York New York
 Washington District of Columbia

Copy the headings above; supply the right marks.

Pretend you live in Washington. Write the heading of a letter. Use the date of to-day.

61 B

Write the heading of a letter written in the city of New Orleans to-day; of one written in Boston; of one written in Chicago; of one written in New York. Refer to lesson 61.

62. A LETTER

Read the following letter:

Boston, Massachusetts
 December 2, 1914

Dear Harry,

Mamma says I may go to see you Saturday.
 Papa will take me when he goes to work.

Your friend,

Ned

Find the heading of the letter. Study the spelling of the words; study the capital letters. Find where commas are used. Notice how the heading is written, and where. Copy the heading on your paper. Remember to begin far enough to the left so your writing will not be crowded.

The third line tells to whom the letter is written, and is called the **salutation**. Look at the margin, the capital letters, and the comma. Copy the salutation, being careful to write it in just the right place.

Read the message to Harry. Study the spelling of the words, the capital letters, and the periods. Copy the message, beginning at the paragraph margin.

You are now ready to close the letter. The words *Your friend* are called the **closing**. Notice that it has a line by itself. On what part of the line is it written? Notice the capital letter and comma. Copy the closing.

The last word in the letter, *Ned*, is the **signature**. It also has a line by itself. Notice on what part of the line it is written, and sign the name, *Ned*.

Compare your work with the book, line by line, and correct all your mistakes. If you have made three mistakes, copy the entire letter again.

62 A

Read the following letter:

Chicago, Illinois

September 6, 1894

Dear Mother,

We are well. School began to-day. It is very warm. We wish you were home. All send love.

Your loving daughter,

Alice

Write the heading and the closing of the letter above. There should be three capital letters and two commas in the heading. How many did you have right? In the closing there should be one capital letter and one comma. Did you have them all right?

62 B

Read the following letter:

New Orleans, Louisiana

June 22, 1914

Dear Fred,

Can you come Friday and stay all night? Then we can have a longer time Saturday to play. Mother will take us to the playground in the park. We will eat our lunch under the trees.

Please let me know by Wednesday.

Your friend,

Dick

Write the heading of the letter. There should be four capital letters and two commas. Did you put them in?

Write the closing. There should be one capital letter and one comma. Did you have them?

Copy the letter. After you have finished look first at your book, then at your letter. Did you make any mistakes? If so, correct them.

63. ORAL WORK

Read the following stories. Tell the one you like best.

The Goose That Laid the Golden Egg

Once a man had a goose. Every day she laid a golden egg. The man was soon very rich, but he wanted still more money. So he cut the goose open to get all the gold at once. Much to his surprise he found *no* gold. The man was very sorry, but that would not bring the goose back to life.

What did the man find when he killed the goose?

My Neighbor

A very poor little boy lives near me. He *has no* sled to ride on. He *has no* coaster. He *has no* bat or ball to play with. But he is a very nice boy. We all like him, even if he *has no* toys. We let him play with us, for he *has no* other friends. We like to make him happy.

Had the poor boy a sled? Did he have a coaster? Had he a bat? a ball?



A Cold Day



It was a very cold day. Mr. Brown had finished his work and was going home to supper. As he walked along he thought of the games he would play with his three children. But who was this poor little boy sitting by the road? His coat was torn, and he had no shoes or stockings.

Mr. Brown stopped and said, "My boy, why are you not home this cold evening?"

"I have no home," said the boy.

"Where is your father? Will he not take care of you?" asked Mr. Brown.

"I have no father and no mother, and I am very hungry."

Then Mr. Brown asked the poor boy to come home with him. He gave him a nice warm supper and a good bed to sleep in. The next day the boy went with Mr. Brown and worked for him. He went to night school and learned his lessons well. Now he is a big man, and has a home of his own.

64. A LETTER

Read the following letter:

New York, New York

December 24, 1914

Dear Elsie,

Next Saturday four of us girls are going to learn to skate. Will you come with us? I am sure we shall have a good time. Nearly all the boys and girls at our school know how. They

think it is not hard to learn. Have you some skates? I will lend you mine if you have none.

Your friend,

May

Copy this letter, just as you did the one in lesson 62. Remember the heading, the salutation, and the closing. Letters are always written in paragraphs. How many paragraphs are in this letter?

When you have finished, look at each part carefully, then look at your book and correct your work. If you have made more than three mistakes, copy the letter again.

65. A LETTER

Read this letter:

San Francisco, California

April 14, 1912

Dear Tom,

Did you have a *vacation* this *week*? We did. I had a good time. One day I went to the *beach*. There I met Jack and Dan. I *slipped* on a wet rock and fell into the water. A man named *Mr. Brown* was *standing near*. He got me out. I was so wet *there was* no more fun for me that day.

Wednesday and *Saturday* I went to the ball game. *Chicago* won both times, 3 to 2. Next *Saturday* I am *going again*.

Your friend,

Bert

This letter tells how Bert spent his vacation. The first paragraph tells about his trip to the beach. What two things does the second paragraph tell you?

Study the words in italics, in groups of three, until you can write them from memory. Study the heading and salutation of the letter. Write them from memory. Then look at your book and correct all mistakes. Study the letter, sentence by sentence, writing each from memory and looking afterward at your book to see if it is right. Write the closing lines of the letter from memory.

Be ready to write the letter from dictation. Afterward correct your work. Did you make as many mistakes as when you wrote from memory?

66. ORAL WORK

Study "The Game of Storekeeper" until you can play it without making a mistake:

The teacher will be storekeeper first. You must try to find out what kind of a store she keeps. Say, "I wish to buy some bread." If the teacher says, "Yes, I have some bread," then you must say, "You keep a bakery?" If she says, "No, I have no bread," then you must ask to buy something else. Ask to buy candy, sugar, cookies, fish, meat, books, ribbon,

dishes, and toys. Be careful to say, "I *wish* to buy some candy."

The pupil who guesses what kind of a store the teacher keeps will then be storekeeper. He must think what kind of a store he will keep. The other children will try to find out what kind of a store it is. They must say, "I wish to buy some ——" The storekeeper must be sure to say, "*I have no,*" "*I have some,*" or "*I have n't any.*"

You may keep a grocery store, a candy store, an ice-cream parlor, a drygoods store, a book store, a fish market, a millinery store, a shoe store, a bakery, or any other kind of a store you know about.

67. THEIR

Read carefully the following questions and answers:

1. Whose flowers are these? These are *their* flowers.
2. Whose books are these? These are *their* books.
3. Whose pencils are these? These are *their* pencils.
4. Whose toys are these? These are *their* toys.
5. Whose pens are these? These are *their* pens.
6. Whose balls are these? These are *our* balls.
7. Whose candy is this? This is *our* candy.
8. Whose marbles are these? These are *our* marbles.
9. Whose apples are these? These are *our* apples.
10. Whose dolls are these? These are *our* dolls.
11. Whose bats are these? These are *our* bats.

Write the word that tells whose flowers these are; whose books; whose pencils; whose toys.

Write the word that tells whose balls these are; whose cakes; whose marbles; whose apples.

Write the answers to these questions. Use *their* three times and *our* two times.

Whose teacher is this? Whose fruit is this?

Whose candy is this? Whose room is this?

Whose house is this?

Fill the blanks with the groups of words following the sentences.

1. Did they bring —— to read us some stories?
(*their books*)
2. —— were lost in the last ball game. (*their balls*)
3. We could not cut with —— because they were so dull. (*their knives*)
4. Will they read us some stories from ——?
(*their books*)
5. They forgot —— so they could not buy any apples. (*their money*)
6. —— would not spin so long as ours. (*their tops*)

68. ORAL WORK

Saved.

In a village near the sea lived little Mary with her father and mother. Every morning before Mary was awake her father went out in his boat to catch fish. Every evening she watched for his return by the path that came from the sea.



Saved

One afternoon Mary grew tired of her playthings and decided to go to look for her father. Without saying anything to her mother, she took her dolly and called her big dog Hero, and together they started down the path.

Look at the picture on the page before this. It will tell you how to finish the story by yourself. Decide what happened, and be ready to tell the story from the beginning.

69. THEIR

Read this story:

Once I took a long trip on the train. We reached a small town one day to find the train ahead of us off the track. I looked about for something to do while I was waiting. Soon I saw the schoolhouse, and decided to visit it. But what was my surprise on reaching the building to find no one about. The doors were open and I went in. I knew the children must be near, for I saw *their* hats hanging in the cloak room. I saw *their* lunch baskets, too.

Write two sentences, telling other things that I saw. Use *their* each time.

"I went into the schoolroom. What did I see there?" Write two sentences, using *their* both times.

"Soon I heard a noise, and looking around I saw the children coming. Then I saw what?" Make two sentences, using *their* both times.

“The teacher invited me to stay until noon. Then I went to lunch with three little sisters. What do you think they showed me?” Make two sentences, using *their* in each one.

70. A LETTER

Read this letter:

New Orleans, Louisiana

April 3, 1914

Dear Grandpa,

To-day some seeds came from Washington for papa. He gave them to me. There are many kinds. Papa says I may make a garden. Will you come and help me?

Your loving grandson,

Tom



Copy the heading and closing of the letter. Count the capital letters in the heading. How many are there? Count the commas. How many are there? Are there any periods? Do the same with the closing. Look over your work. Did you make any mistakes?

Copy the letter as it is. After you have finished, count the sentences in the book, then in your work. Did you begin every sentence correctly? Did you close every sentence correctly? Did you begin *Washington* with a capital letter? Did you make the word *I* a capital? How many times did you answer *yes*?

71. A WRITTEN PARAGRAPH

Read this story:

Alice and May lived in the country. *Their school was two miles away. They had to ride on their horses every morning. They got up very early and helped their mother with the work. They made their beds and washed the dishes. They put up their lunches. They had to work very fast to get to their school on time.*

Study the above paragraph for dictation by counting the sentences; writing the words in italics; writing the names of the children; learning to spell *country, morning, early, helped, washed, dishes, lunches, school*; writing the story, sentence by sentence, from memory. Correct your work as you write.

72. ORAL WORK

Study the following sentences so you can use them in answering the questions in the second group.

1. We *did no* work.
2. She *saw no* dogs.
3. They *ate no* candy.
4. John *drank no* water.
5. We *won no* games.
6. He *ran no* races.
7. The horse *lay* down to rest.
8. She *sat* by me all day.
9. Mary *brought* her sister to school.

10. They *gave* us no nuts.
11. It *is* I at the door.
12. It *was* I who rang the bell.
13. It *was* she who caught the apples.
14. It *was* he who sang the song.

1. Who *did no* work?
2. Who *saw no* dogs?
3. Who *ate no* candy?
4. Who *drank no* water?
5. Who *won no* games?
6. Who *ran no* races?
7. Why *did* the horse lie down?
8. How long *did* she sit by you?
9. Whom *did* Mary bring to school?
10. Who *gave* us no nuts?
11. Who *is* at the door?
12. Who *rang* the bell?
13. Who *caught* the apples?
14. Who *sang* the song?



73. A STORY TO WRITE

Read the following story carefully:

The Lion and the Mouse

Once a little mouse was *running through* a forest. Before he could stop, he ran *across* the *nose* of a *sleeping lion*. The lion *awoke* and put out his paw to kill the little *mouse*. The mouse *begged* very hard for his life. He *even promised* to help the lion some day. The lion *laughed*, but he let the little mouse go.

Not long after this some hunters *caught* the same lion in a trap of *ropes*. The lion *roared* with *pain*. The little mouse *heard* him and ran to help. *Patiently* he *gnawed* the ropes and set the lion free. Then the lion was very glad that he had not killed the mouse.

To-day you are to read the story and then write it all by yourself. There are some things to do before writing it:

1. Read the story again.
2. The words, *The Lion and the Mouse*, above the story are called the **title**. How many words in the title begin with capital letters? Study the title, and write it from memory.
3. How many paragraphs are in the story? The first paragraph tells how the mouse got into trouble. What does the second tell you?
4. Study the words in italics until you can write them without looking at the book.

Read the story until you can tell it, following these directions; then write the story in your own words, following the same directions. Try to put in all the words in italics.

Tell that *once* a mouse was running *through a forest*. *Before he could stop*, what did he do? In one sentence tell two things that the lion did; in others, what the mouse did *for his life* and what he *even* promised to do. Tell that the lion *laughed*, and say what he did with the mouse.

Begin your second paragraph by telling what happened to the lion *not long after this*; what he did; who heard him; and what happened then. Begin your next sentence with *patiently*, and tell that the mouse gnawed the ropes and set the lion free. Finish by telling how the lion felt.

Read your story as you have written it. Does it sound like a story?

73 A

Read carefully the story given below:

The Ant and the Bird

There was once a little ant that fell into the water. A bird sitting in a tree near by threw a little leaf into the water. The ant crawled up on the leaf and was saved.



Not long afterward there was a man out hunting. He had his gun ready to shoot the bird. The little ant was near and saw what was going to happen. She ran over and bit his foot. The man jumped and the bird flew away.

Write the title of the story.

Study these words for spelling, in groups of three. Write each group from memory:

ant	once	jumped	afterward
bird	sitting	crawled	ready
leaf	near	saved	happen

Write the story, following the directions below. Use the words in italics.

Tell that *there was once* a little ant that fell into the water. Tell about a bird sitting near by in a tree, and what she did. Tell in one sentence two things about the ant.

Begin the second paragraph with *not long afterward* and tell that there was a man out hunting. Tell what *he had his gun ready* to do. Tell who *was near*, and that she saw what was going to happen. Tell in one sentence two things that she did. Tell in one sentence what the man did and what the bird did.

Read the story you have written, then read the one in the book. Does your story sound well?

You should have three sentences in your first paragraph. Did you begin each one with a capital letter and put a period after each?

You should have five capital letters and five periods in the second paragraph. Do you have them?

Is your margin right?

74. A REVIEW

Write the names of the months of the year in order. Write the names of the days of the week in order. Look back at lessons 15 and 47 to

see if you have spelled all the words correctly.

Write three times the words you misspelled.

Write the date of Christmas of this year.

Write the date of last New Year's Day.

Write the date of your next birthday.

Write the date of to-day.

Write the abbreviations for the months of the year.

Write five other abbreviations that you know.

75. A LETTER TO WRITE

Write a letter to Frank, with the heading of the place where you live, and the date of to-day. Tell Frank that your mother is ill so you cannot go to play with him Saturday. Tell him how sorry you are, but that you will go soon. Remember the closing. Sign your own name.

76. ORAL WORK

Read the stories below, looking carefully at the words in italics:

One day some children wrote their spelling lesson on the blackboard. Some of it was very well done, but the children had not signed their names. The teacher looked around and, seeing a very nicely written lesson, asked, "Who wrote this?" Mary stood and answered, "*It was I.*"

Our teacher wished the erasers cleaned. She said, "I shall ask the one who was perfect in arithmetic. Who is it?" John replied, "*It is I.*"

Some one knocked at the door. The teacher asked, "Who is it?" Tom replied, "*It is I.*"

Now answer these questions, making your answer, *It was I* or *It was n't I*:

1. Who came late to school this morning?
2. Who tore the book?
3. Who opened the window?
4. Who sat with John?
5. Who knocked at the door?
6. Who broke the pencil?
7. Who made the noise?
8. Who ate the cake?
9. Who drank the water?



Now answer these questions, making your answer *It was he* or *It was n't he*:

1. Was it Charley who came late?
2. Was it John who rang the bell?
3. Was it Tom who was sent to bed?
4. Was it Will who swept the floor?
5. Was it Dick who drank the water?
6. Was it Fred who was first in spelling?
7. Was it Harry who won the race?

Read the following sentences, filling the blanks with *I*, *you*, *he*, *she*, *we*, or *they*:

- | | |
|-------------|---------------|
| 1. It is —. | 7. It was —. |
| 2. It is —. | 8. It was —. |
| 3. It is —. | 9. It was —. |
| 4. It is —. | 10. It was —. |
| 5. It is —. | 11. It was —. |
| 6. It is —. | 12. It was —. |



77. THEIR

Read the following story carefully. Copy *their* and the word or words following it, as *their father and mother*. *Their* is used twenty-four times. How many times did you write it?

Ikwa and Magda

Far away in the north the winters are long and cold. Here in the land of the Eskimos live a little girl and her brother with *their father and mother*. The little girl's name is Magda, the little boy's, Ikwa.

Now Ikwa and Magda live in a house very different from ours. Their house is made of snow. It was not very hard to build, for their papa built it in one day. He cut big blocks out of the snow and put them together carefully. In one side he left a hole through which they have to crawl on their hands and knees to get into the house.

The inside of their house is very queer. They have only one room, in which everything is done. Their beds are made on a bench of ice and are covered with heavy sealskins. Their stove is not like ours, either. They cook their food over the lamp with which they keep themselves warm. When dinner is ready they all sit down on the floor around a large bowl and eat from it with their bone spoons and knives.

Now I am sure you would like to know how Ikwa and Magda spend their time. Where these children live all the little boys and girls have sleds. Ikwa



and Magda have a pretty one their papa made for them. The runners are of bone and the top is of strips of sealskin. Their papa had brought back these things from his long fishing trips.



What fun Ikwa and Magda have with their sled! Sometimes they play a game. Whenever their papa kills reindeers he gives the antlers to the children. They set the antlers up in the snow, a short distance apart. Then they ride between them on their sled, and shoot at the antlers with their arrows. It is very hard to hit them.

Another game which Magda and her brother enjoy is very funny. They often sit on the floor together in their little house. Then they hold their toes with their hands and move along by jumps. What fun they have! The one who goes the faster wins, and how fast little Ikwa and Magda do jump and tumble around on their floor!



Magda's little dolls are made of skin and dry moss. Their clothes are of sealskin and fur. Both Magda and Ikwa spend many happy hours with them.

Little Eskimo boys and girls like candy as well as we. I am sure you would not like their candy when I tell you what it is. It is the skin of a bird's foot soaked in fat. Magda and Ikwa eat it and like it. Do you wonder why? It is because their cold climate makes them like fat.

Magda and Ikwa cannot write their names. They do not go to school, for there is no school to go to. They know a great many stories, though.

Find in the story the answers to these questions:

With whom do Magda and Ikwa live?

Of what is *their house* made?

How do they get into *their house*?

Tell on what *their beds* are made.

Of what are the runners of *their sleds* made?

Of what are *their clothes* made?

What do they use to make *their candy*?

78. NO — KNOW

Study these sentences, one by one, until you can write them from memory:

1. I have *no* pencil.
2. John has *no* pen.
3. They *know* their lessons.
4. We *know* where to go.

Look at your book and correct the work.

Copy the sentences below, filling the blanks with *no* or *know*:

1. We had — school yesterday.
2. Do you — your lesson?
3. Do you — where they live?
4. I have — knife.
5. There is — one here.
6. I — where to go.
7. Did — one see you?
8. Do you — which word to choose?
9. He has — book.



Copy the sentences on the next page. Put in periods, question marks, and commas that have been omitted. Study for dictation.

1. Mr and Mrs Smith and Miss Hall came to visit us to-day
2. Did you see Uncle John Aunt Mary and Grandpa Hill yesterday
3. Shall we address the letter to Chicago Illinois
4. He told us to cross Main Street State Street and First Street
5. May I go with Uncle Frank to Boston Mass in July

78 A

Read these sentences:

1. There was *no* school yesterday.
2. I do not *know* my lesson.

Copy the following sentences, filling the blanks with *no* or *know*:

1. There was — book on the desk.
2. There was — hat in the hall.
3. I — Mary.
4. Do you — Alice?
5. I have — top.
6. We do not — the way.
7. Do you — where to go?
8. Baby has — teeth.
9. Do you — what to do?



Write sentences, using *no pen, no doll, no kite*.

Write three questions beginning with *Do you know*.

79. A LETTER

Boston, Massachusetts

July 8, 1914

Dear Grandma,

It is vacation now. School has been out for *two weeks*. Last *Wednesday* some boys and I went to the country beyond *Boston*. Do you remember where *Mr. and Mrs. Brown* live? *There is* a pond there. We made a raft and took it down to the water. We all got on and rode around. At last we got stuck in the mud. We had to *take off our shoes* and stockings and push the raft out.



The following *Saturday* mother *let us* go again. We went right over to the raft. This time the water was so shallow that the raft would not float. Next week we hope the water will be deep enough. Then we can have some more fun.

Your loving grandson,

Ned

Each paragraph in this letter tells about one special thing.

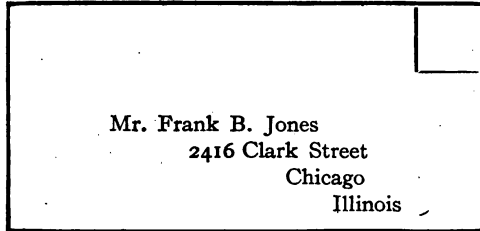
The first paragraph tells what the boys did last *Wednesday*. What does the second tell?

Write and study the words in italics.

Study these words, three at a time, for spelling: *vacation, around, country, remember, stockings, following, enough, float*.

Study the sentences, one at a time, and write them from memory. Correct your work.

80. ADDRESSING AN ENVELOPE



Here is an envelope addressed and stamped ready to send through the post office. What is written on the first line? the second line? the third line? the last line?

Notice that the number of the house is written under *Frank*, not under *Mr.* *Chicago* is written under what word? *Illinois* is written under what part of Chicago?

Notice also that the name is written near the middle of the envelope. If you begin too high the address does not look well. Begin far enough to the left so your address will not be crowded.

On your paper draw envelopes like the one in the book and address them to:

Mrs. Arthur M. Hall, 27 First Street, Boston, Massachusetts

Mrs. Frank B. Miller, 3966 Canal Street, New Orleans, Louisiana

Mr. A. B. Smith, 1800 Broadway, New York, New York

Compare your envelope with that in the book to see if the address is in the right place on the envelope; and if the words are spelled correctly.

If you have made any mistakes, draw more envelopes and rewrite the addresses.

80 A

Mr. Frank 2416	B. Jones Front Street Toledo Ohio	

Here is an envelope with lines drawn through the center to show where the address should be placed. Draw an envelope of your own and copy the address. Try to place it correctly. The address is all in the *lower* half of the envelope. Notice that the name, *Mr. Frank B. Jones*, is just as far from the right side of the envelope as from the left.

Now draw envelopes and address one to your father, one to your mother, and one to an aunt who lives in another town. Compare the addresses you have written with those in the book. Have you used correctly the capital letters and periods? Is each address in the lower half of the envelope?

81. ORAL WORK

Be ready to answer these questions, using the words in italics:



1. Does your dog growl? No, he *does n't* growl.
2. Does your baby talk? No, he *does n't* talk.
3. Does a fox eat grass? No, a fox *does n't* eat grass.
4. Does it seem cold? No, it *doesn't* seem cold.
5. Do your dogs growl? No, my dogs *don't* growl.
6. Do little babies talk? No, little babies *don't* talk.
7. Do foxes eat grass? No, foxes *don't* eat grass.
8. Do they see me? No, they *don't* see you.

One child may leave the room while the other children decide on the name of some animal. When the child who has left the room returns he may try to find what animal was thought of by asking a question beginning with *Does it*. The children may answer in turn, beginning each answer with, *Yes it does*, or *No, it does n't*. Here are some of the questions you may use:



- | | |
|-------------------------|--------------------|
| Does it fly? | Does it run? |
| Does it have two legs? | Does it lay eggs? |
| Does it have four legs? | Does it scratch? |
| Does it swim? | Does it crawl? |
| Does it have horns? | Does it bark? |
| Does it have scales? | Does it have fins? |
| Does it walk? | Does it jump? |

Make sentences of your own, using *does n't* with these words: *he, she, it, the boy, the cat, the baby, a bird*.

he

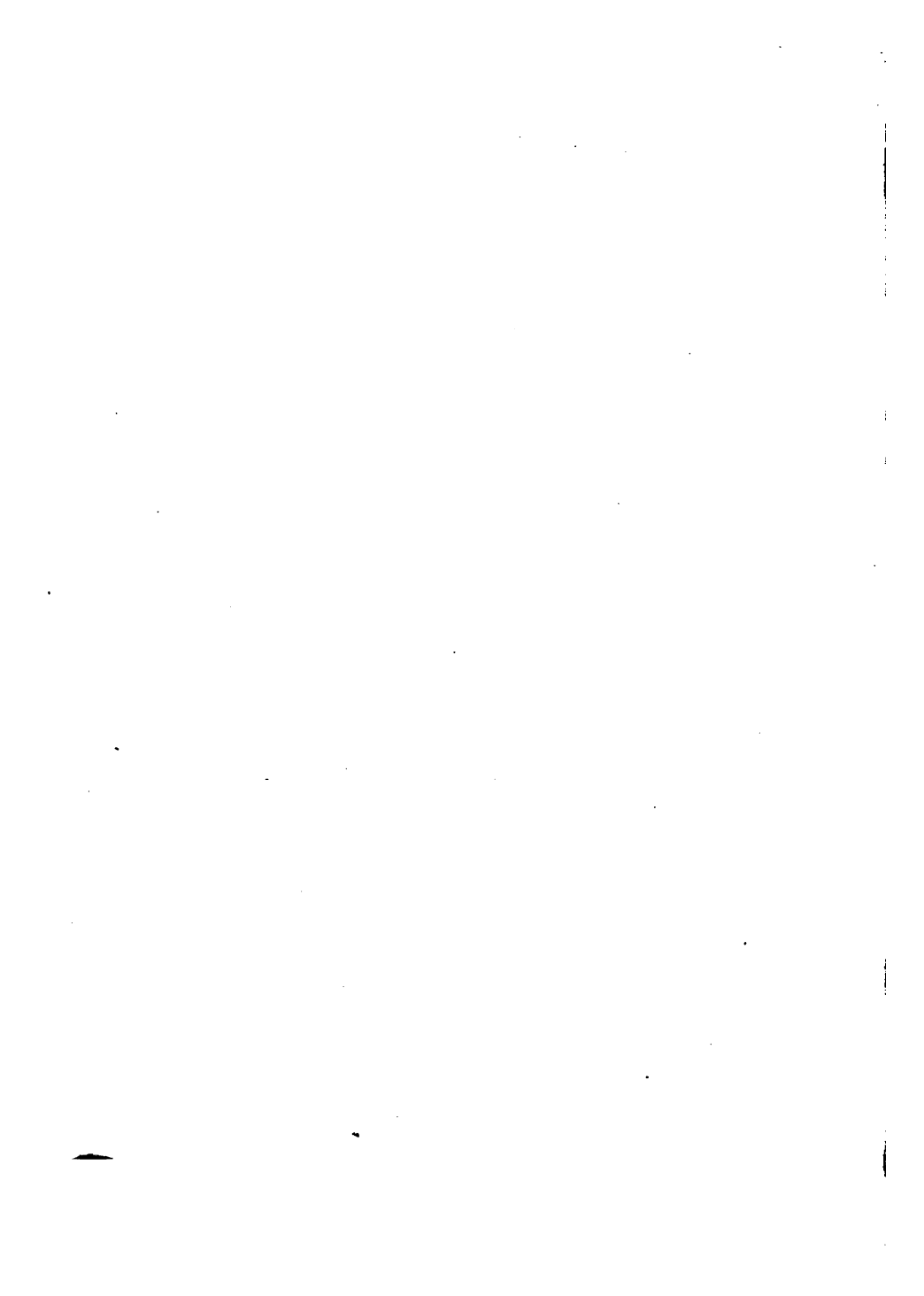
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Tell a story about a stormy afternoon in the playroom



82. WORDS IN PAIRS

by buy here hear new knew

Study the words in italics in these sentences:

1. He passed *by* the park.
2. Mary will be *here* to-night.
3. Did you see my *new* dress?

Copy the sentences below, filling the blanks with the words in italics above.

4. The stream flows — my house.
5. Will you come —?
6. See my — dress.

Study the words in italics in these sentences:

1. I shall *buy* some candy to-night.
2. We shall *hear* her sing to-morrow.
3. They *knew* their lessons well.

Copy the sentences below, filling the blanks with the words in italics above.


4. May I — some candy?
5. Did you — her speak?
6. Mary — I was coming.

Copy the following sentences, filling the blanks with the words at the beginning of the lesson.

1. We stood — a tall tree.
2. She — where to put it.
3. I came — to see you.
4. Is this book —?
5. We cannot — you speak.
6. Did you — these cookies?

83. ORAL WORK

Tell the story, using the words in italics:

The Seven Kids

Once there was a mother goat with seven little kids. One day the mother had to go to town to buy something for her little ones to eat. She *told* them to stay at home like good little children and not to open the door for any one. Then the mother goat put on her hat and took a basket and went away. The old wolf *saw* her go and thought what a fine supper the little kids would make. He went up to the goat's house and knocked at the door.

"Who is knocking at the door?" asked the biggest kid.

"It is your mother," *said* the wolf.

The kid opened the door a little way and peeped out. She *saw* a big black paw instead of her mother's white one. So she shut the door quickly.

The wolf went back to his house. He thought and thought of something he might do. At last he put his paw into a bag of flour, and it *came* out all white. Then he *ran* as fast as he could to the goat's house.

He knocked again.

"Who is knocking at the door?" asked the biggest kid again.

"It is your mother," *said* the wolf.

The kid opened the door and peeped out. She *saw* the white paw so she opened the door to *let* her mother in. In rushed the great big wolf. The

kids *ran* to hide, but the wolf found them all but one. The *smallest* one hid in the clock, where the wolf could not see him. The wolf was so hungry that he *ate* the kids whole. Then he went away and *lay* down under a tree to sleep.

Soon the mother goat *came* home. She looked around for her little ones, but she *could not find one*. At last the little kid heard his mother's voice and *came* out of the clock. He told his mother what had happened, and they went out to see where the wolf had gone. There he *lay* under a tree, fast asleep. The mother goat went up quietly and cut the wolf open. Out tumbled all the little ones, alive. She sent them to gather some stones. She put the stones into the hole and sewed the wolf up again. Soon the wolf woke up. He felt thirsty and went to the river to get a drink. The stones were so heavy that when he leaned over the water he fell in. And that was the last of the old wolf.



84. A REVIEW

Answer this question in a sentence, using *no*:

Have you a ball?

Answer this question in a sentence, using *know*:

Do you know your lesson?

Fill these blanks with *no* or *know*:

1. Do you — when he went?
2. He did — work to-day.
3. I do not — Mrs. Brown.
4. —, we are not going to California.

Write the words that fill the blanks below. Choose from these words: *by*, *buy*, *here*, *hear*, *new*, *knew*. If you are not certain which word to use, read again the sentences in lesson 82.

1. Next Tuesday mother will be —.
2. Is this your — dress?
3. She — where to go.
4. Will you — some candy?
5. Did you — from Dr. Brown?
6. The river flows — my house.
7. They are not — to-day.
8. This is my — pencil.
9. Can you — them singing?
10. I wish to — some milk.
11. We — Miss Mills last term.

84 A

The first two sentences below show you when to use *by* and when to use *buy*. Read the sentences carefully, then fill the blanks with *by* or *buy*.

1. She ran *by* me.
2. Will you *buy* some candy?
3. The house is — the mill.
4. The rose is — the house.
5. Did you — the book?
6. I shall — a new hat.

The first two sentences on the opposite page show the use of *here* and *hear*. Study the sentences, then fill the blanks with *here* or *hear*.

1. The money is *here*.
2. Did you *hear* the bell ring?
3. My book is —.
4. Are you coming —?
5. There is no one —.
6. Can you — the noise?

Read the first two sentences below, then fill the blanks with *new* or *knew*.

1. See my *new* book.
2. She *knew* where to go.
3. Is this book —?
4. Fred — his lesson.
5. This is a — desk.
6. I — where she went.

84 B

Copy the sentences below, filling the blanks with the words in italics. If you are not sure which word to choose, read again the sentences in lesson 82.

1. The dog ran — the house. (*buy* or *by*)
2. Did you — the birds singing? (*here* or *hear*)
3. This is my — dress. (*new* or *knew*)
4. She lost her ring —. (*here* or *hear*)
5. Will you — my pencil? (*by* or *buy*)
6. She — where it was. (*new* or *knew*)
7. I am lonesome —. (*here* or *hear*)
8. Did she see our — swings? (*new* or *knew*)
9. We do not go — her house. (*by* or *buy*)
10. We came — to see Mary. (*here* or *hear*)

85. HOLIDAYS

May Day	Thanksgiving	New Year's Day
Christmas	Fourth of July	St. Valentine's Day

The words at the beginning of this lesson are the names of holidays. With what kind of letter does each one begin? The mark in *New Year's Day* is called an **apostrophe**. Study the word *apostrophe* until you can write it three times correctly without the help of your book.

Look at the name of each holiday until you can write it without looking at the book. Write each one three times.

Study the whole list until you can write it correctly from memory.

Copy the sentences below, filling each blank with the name of a holiday:

1. We shall buy — presents to-morrow.
2. Cousin George will be here for — dinner.
3. The parade passed by our house —.
4. We made some new baskets to hang on —.
5. Did you hear the bells ring for —?
6. We knew the date for —.

When you have finished copying the sentences, look at the work in the book, then at your work. Did you begin every sentence with a capital letter? Are your periods and question marks correctly used? Correct every sentence in this way. If the apostrophe is not in *Valentine's* and *Year's*, the words are not right.

85 A

Study the following names of holidays in groups of two until you can write the whole list from memory:

May Day	Thanksgiving	New Year's Day
Christmas	Fourth of July	St. Valentine's Day

Fill the following blanks, using the name of a holiday:

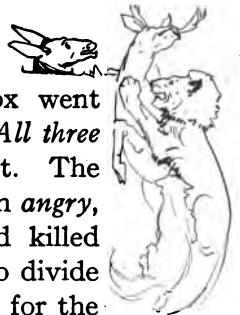
1. The first day of May is called —.
2. December 25 will be —.
3. The last Thursday in November will be —.
4. The first day of the year is —.
5. We run to meet the postman on —.
6. There will be a parade —.
7. Mother gave me a doll last —.
8. We shall have turkey for dinner —.
9. Mary gave me a basket of flowers —.
10. February 14 is —.

86. A STORY TO WRITE

Read the following story:

The Greedy Lion

Once the lion, the *donkey*, and the fox went hunting. *By and by* they caught a deer. *All three* were very hungry, so they sat down to eat it. The donkey *divided it evenly*. This made the lion *angry*, for he wanted more. He jumped up and killed the donkey. *Then* the lion asked the fox to divide the deer. The fox set the *larger piece* down for the



lion. He kept only a *small piece* for himself. The lion was *pleased* and ate his piece. The fox went home hungry. He had learned from the donkey how to divide with a *lion*.

Learn to write the title of the story, *The Greedy Lion*. Count the sentences in the story. How many are there? Learn to spell the words in italics, studying them in groups of three, and writing them from memory. Learn where to put the commas in the first, third, and fifth sentences.

Tell the story from the following outline, using the words in italics:

Once who went hunting? *By and by* what did they catch? Beginning with *All three*, say that they were very hungry, and tell what they did. Use *evenly* to tell how the donkey divided the deer. Say that *this* made the lion angry, and tell why. What did the lion do? *Then* what did the lion ask the fox to do? Use *larger* in telling which *piece* the fox set down for the lion. He kept *only* which piece for himself? Tell in one sentence how the lion felt and what he did. How did the fox feel when he went home? What had he learned from the donkey?

Write the story, using the same outline. Read your story. Does it sound like a real story? Could you make it any better if you tried again?

86 A

Read the following story:

The Gypsies

One summer a band of gypsies camped near our home. They pitched their tents in a field. Here they stayed for two months. The women went around telling fortunes. The men were very lazy and stayed at home. I made friends with two of the children. They told me how they lived. I taught them many of our games and gave them some pretty beads. They did not want to go away.



Learn to write the title of the story.

Study the words below in groups of three. Write each group from memory, and correct your work.

gypsy	fortunes	stayed	lazy
gypsies	camped	pitched	lived
around	tents	field	taught

Make a story, following the directions given below and using the words in italics.

Begin with *one summer*, and tell who camped near *our* home. Tell where they pitched *their* tents. Begin with *here*, and tell that they stayed for two months. Tell what the women did. What kind of men *were* they, and what did they do? With whom did you make friends? What did they tell you? Tell in one sentence what you taught them and what you gave them. Did they want *to go away*?

How many sentences did you make? Did you begin each sentence with a capital letter and end it with a period?

87. A LETTER

Read this letter carefully:

Washington, District of Columbia

October 30, 1914

Dear Aunt Alice,

Mamma is *busy getting* Jack *ready* for bed so I shall *answer* your letter for her.

I should like very much to be your *guest*, but mamma says it would not do for me to miss school. Would it be *all right* if I came on one of the holidays?

The *next* one will be *Thanksgiving*, but *Grandma* and *Grandpa Brown* are *coming* that day. It will be *such* a long time before *Christmas* and *New Year's*, but mamma says I may go for a *few* days then.

Thank you for asking me. It is a great treat to visit you and Uncle Frank, for you *always* plan so many good times for me.

Mamma sends love and Jack would, too, if he were old *enough*.

Your loving niece,

Ethel

Learn to write the place and date.

To whom is the letter written?

How many paragraphs are in the letter?

What does each one tell about?

Study, three at a time, all the words in italics. Write each group from memory.

Write the closing of the letter.

Draw an envelope and address it to Mrs. William Hill, 2631 Oak Street, Chicago, Illinois.

Study the letter, one sentence at a time, writing each sentence from memory after you have studied it. Correct your work.

Be ready to write the letter as your teacher reads it aloud.

87 A

Correct the mistakes you made in lesson 87. Study the letter again and write it just as you did before. Did you make the same mistakes? If you made more than one mistake, try the lesson again.

88. ORAL WORK

Be ready to tell the following story. You may wish to use the words in italics in telling it.

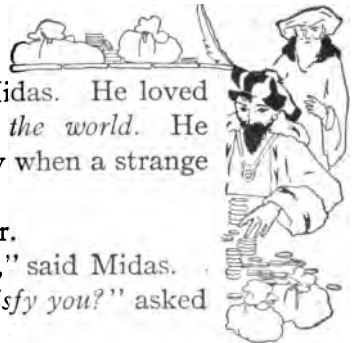
The Golden Touch

Once there was a king named Midas. He loved gold *more than anything else in the world*. He was counting out his money one day when a strange man came in.

"You are rich," said the stranger.

"Yes, but I *have not* gold enough," said Midas.

"How much would it take *to satisfy you?*" asked the stranger.



"If everything I touch should turn to gold it would be enough," replied Midas.

"*You shall have your wish,*" said the stranger. So he *went* away.

Next morning King Midas *arose* early. He touched his clothes, and they *became clothes of gold*.

"How beautiful everything will be," thought he. He *went* out into the garden. "Turn to gold," he said, touching the flowers, and they turned to gold.

Then he *went* in to breakfast, but everything he tried to eat turned to gold. Soon his beautiful daughter *came* in. She *ran* to bid her father good morning. He kissed her and she, too, turned to gold.

All the gold in the world could not *comfort the king* now.

"I cannot live without my daughter," he cried. "I would give all my money if I could get her back."

Soon the stranger *came*. "Oh, give me back my child," cried the king.

"Do you not wish the *golden touch?*" asked the stranger.

"Just give me back my daughter and I will be happy," replied Midas.

"Then go to the river and bathe," said the stranger.

King Midas *ran* at once to bathe in the river. He returned quickly and touched his daughter first. She turned back into his own child. Then he touched his clothes and the flowers. Everything *became as it was at first*.

Now the king *does not* love gold so much as he did.



89. WORDS IN PAIRS

Read these sentences. Copy words in italics.

1. *There* is no school on the Fourth of July.
2. ~~The~~ books *are* here.
3. He left them *for* me.

Copy the sentences below, filling the blanks with the words you have just written:

1. The new dress is — me.
2. The girls — going with you.
3. Will — be a holiday St. Valentine's Day?

Read the sentences below, studying carefully the words in italics:

1. Will you buy *four* sticks of candy?
2. They bought *our* books here.
3. We came to see *their* rabbits.

Copy the following sentences, filling the blanks with the words in italics in the sentences above.

1. ~~Here~~ are — new shoes.
2. We shall buy — skates to-morrow.
3. There are — for each of us.

Copy the sentences below, filling the blanks. If you are not sure which word to use, read again the sentences with the words in italics.

1. School will close in — weeks.
2. Many children — playing now.
3. She brought the flowers — the teacher.
4. We left — pencils here.
5. Do you see — hats?
6. In my desk — four books.

89 A

Study the first two sentences.

1. *There* is no one here.
2. I see *their* hats.

Fill the blanks, using *their* or *there*. Read carefully sentences 1 and 2, above, before deciding which word to use.

1. — is some one to see you.
2. — are three boys in the yard.
3. Did you see — books?
4. We have — pencils.

Study these two sentences:

1. These *are* my papers.
2. Where did you put *our* pencils?

Fill the blanks in the sentences below, using *are* or *our*. First read sentences 1 and 2 above, containing *are* and *our*.

1. The boys and girls — here.
2. Are these — books?
3. We came for — playthings.

Study these two sentences:

1. Is it *four* o'clock?
2. These are *for* you.

Fill these blanks with *four* or *for*:

1. Is it — o'clock now?
2. I need not go — the milk.
3. Please give me — pieces of candy.
4. Is this — me?

89 B

Study the following sentences, noticing how the words in italics are used:

1. *There* are trees in the garden.
Are these *their* boxes?
2. We have *four* new words.
I brought this *for* Mary.
3. The boys *are* in line.
Here are *our* flowers.

Write the following sentences. Fill the blanks, choosing the correct words from those at the end of the sentences. If you are not certain which word to choose, read the sentences at the beginning of the lesson.

1. Shall we go to — rooms now? (*are* or *our*)
2. We saw — baby rabbits. (*their* or *there*)
3. I spelled — words correctly. (*four* or *for*)
4. We did not know — was any one to blame.
(*their* or *there*)
5. Come to see — baby. (*are* or *our*)
6. Is this — house? (*their* or *there*)
7. I have some flowers — you. (*four* or *for*)
8. Please tell me if — are any left. (*their* or *there*)
9. There — some for you. (*are* or *our*)
10. Did you see — toys? (*their* or *there*)
11. We went — hours ago. (*four* or *for*)
12. Where are — new hats? (*their* or *there*)
13. Have you brought — lunch? (*our* or *are*)
14. Did you bring these — me? (*four* or *for*)



89 C

For study:

1. *There* are trees in the garden.
Their flowers are pretty.
2. We have *four* new words.
This is *for* Mary.
3. *Our* team won.
Are you going?

Read carefully the three groups of sentences above, then write the words that correctly fill the blanks in the following sentences. Number the words you use the same as the sentences are numbered.

1. I went with — class. (*their* or *there*)
2. There will be — children going. (*four* or *for*)
3. Did you see — boat? (*are* or *our*)
4. Please go to the store — some bread. (*four* or *for*)
5. I wish — were more correct. (*their* or *there*)
6. — examples were right. (*are* or *our*)
7. — are too many in the room. (*their* or *there*)
8. Here is a ball — baby. (*four* or *for*)
9. — were ten at the party. (*their* or *there*)
10. — you going with me? (*are* or *our*)
11. — hats are here. (*their* or *there*)
12. School will close at — o'clock. (*four* or *for*)
13. Where are — toys? (*their* or *there*)
14. — toys are lost. (*their* or *there*)
15. — team won. (*our* or *are*)
16. Did you ask — mother? (*their* or *there*)



90. A REVIEW

For study:

1. He went *by* the place.
I shall *buy* some candy.
2. I came *here* to-day.
Did you *hear* the birds sing?
3. See my *new* dress.
He *knew* where to go.
4. *There* are some children passing by.
We saw *their* toys.
5. The knife is *for* you.
We gave them *four* oranges.
6. The books *are* very pretty.
The teacher told *our* class a story.
7. Do you *know* your lesson?
There was *no* teacher in the room.

Write the words that correctly fill the blanks below. If you are not certain which words to use, study the sentences above before writing the word.

1. Mr. and Mrs. Brown are waiting — you.
(*four* or *for*)
2. Where did you put — books? (*their* or *there*)
3. Do you — where he went? (*know* or *no*)
4. The mouse ran — my desk. (*by* or *buy*)
5. Mary — her lesson well. (*new* or *knew*)
6. Are these — new desks? (*are* or *our*)
7. There are — children in the room. (*know*
or *no*)
8. They showed me — pets. (*there* or *their*)



9. Did you — your books? (*by* or *buy*)
10. School closes before — o'clock. (*four* or *for*)
11. Flowers — in bloom now. (*are* or *our*)
12. We shall — her sing soon. (*here* or *hear*)
13. I have a gift — you. (*for* or *four*)
14. — are many nuts under the trees. (*there* or *their*)
15. Will you come —? (*hear* or *here*)

90 A

For study:

1. He ran *by* the place.
We shall *buy* the books.
2. Come *here*.
We can *hear* her speaking.
3. They *knew* we were coming.
This is my *new* top.

Write the words that will correctly fill the blanks in the following sentences. Before choosing a word, study again the sentences at the beginning of the lesson.

1. Do not run — the window. (*buy* or *by*)
2. Did you — me speak? (*here* or *hear*)
3. Where is your — dress? (*new* or *knew*)
4. — they come. (*here* or *hear*)
5. They will — their books to-morrow. (*buy* or *by*)
6. I cannot — you. (*here* or *hear*)
7. Your seat is — the door. (*buy* or *by*)
8. I will put it —. (*here* or *hear*)
9. This is not a — pen. (*new* or *knew*)

10. The church is — the store. (*buy* or *by*)
11. I did not — her sing. (*here* or *hear*)
12. We — you would go. (*new* or *knew*)
13. Put the chair —. (*here* or *hear*)
14. He is sitting — me. (*buy* or *by*)
15. The girl — her work was right. (*new* or *knew*)

Write sentences of your own using *by*, *here*, and *new*.

90 B

For study:

1. Do you see *four* sheep?
They are *for* me.
2. *There* is a boy with them.
He calls them by *their* names.
3. What *are* they going to do?
Our little boy will tell.
4. The sheep *know* his voice.
They will follow *no* one else.



Write the words that correctly fill the blanks below. Before choosing a word study again the sentences at the beginning of the lesson.

1. We shall go to — party. (*there* or *their*)
2. He walked — an hour. (*four* or *for*)
3. — they coming with us? (*are* or *our*)
4. There was — seat for me. (*no* or *know*)
5. — toys were on the floor. (*there* or *their*)
6. We shall plant — seeds to-day. (*there* or *their*)
7. Were — any children there? (*there* or *their*)

8. To-day is —— day for sewing. (*are* or *our*)
9. When —— we going? (*are* or *our*)
10. We are going at —— o'clock. (*four* or *for*)
11. John bought this —— five cents. (*four* or *for*)
12. Are not —— little chickens pretty? (*there* or *their*)
13. We did not —— you were ill. (*no* or *know*)

90 C

Read all the sentences marked *For study* in the last three lessons. Copy correctly the groups of words in which you have made mistakes. Write sentences of your own, using these words.

91. ORAL WORK

Study the following questions and answers and be ready to answer the questions, using the words in italics.

1. Did you see her do it? I *saw* her do it.
2. Who ate an apple yesterday? I *ate* an apple yesterday.
3. When did mamma come to school with you? Mamma *came* to school with me this morning.
4. Who drank the water from the dipper? I *drank* the water from the dipper.
5. Who rang the bell? I *rang* the bell.
6. Who did it? I *did* it.
7. Have you any chalk? I *have no* chalk.
8. Has John a knife? John *has no* knife.



9. Did Mary have any lunch? Mary *had no* lunch.
10. Did baby run away? Yes, he *ran* away.
11. Where is mamma? She *lay* down to rest.
12. Did Tom win the race? No, John *won*.
13. Does n't the man see the car? No, he *does n't* see the car.
14. Have you a book? I *have no* book.
15. Who told me? I *did*.

Read these paragraphs. Then make some of your own, following the directions below:

Mary *came* into the yard where she *saw* a dog by a tree. She *gave* him some meat. The dog was hungry and *ate* the meat.

Tom *came* here with his dog. The dog *ran* and *caught* a bird. He *brought* it to Tom.

Make a story of four sentences telling where the boy *went*, what he *saw*, what he *bought*, and what he *did*. Do not use *and* often.

Make a paragraph of four sentences about finding a bird's nest. Tell where the boys went, what they climbed, what they found, and what they *saw* in it. Be careful about using *and*.

Make another paragraph telling why John *ran*, why he *fell*, what he *broke*, and what he *did*.

Make a paragraph about what Mary did, telling where she got the bell, where she *went*, what she *did* with the bell, and what happened.



Make a paragraph about what Ada did, telling how fast she *ran* home, into what part of the house she *came*, what she *drank*, and where she *went* afterwards.

92. A REVIEW

Study the following sentences, one at a time, and then write each one from memory. Study carefully the words in italics.

1. John went to *San Francisco* in *October*.
2. Did *two girls* go to *Illinois* last *February*?
3. I am not going to *Chicago* until *January*.
4. *Dr. Brown* went to *Atlanta* in *September*.
5. *December* is the last month in the year.
6. We do not go to school in *August*.
7. May we go to *New York* in *December*?
8. We saw *Mr. Smith* in *Boston*.

Use in sentences the names of the months in which these holidays come:

St. Valentine's Day	Christmas
Fourth of July	New Year's Day

Write sentences, using the following expressions:

by the house	our school	there was
came here	new hats	for fun
two dogs	buy a top	no chalk
know me	four boys	their dog

Draw an envelope, and address it to Mrs. Alice Mills, 401 Capitol Avenue, Washington, District of Columbia.

93. WORDS IN PAIRS

Read these sentences one by one, copying the words in italics:

1. The dog ran *through* the water.
2. We *rode* by the house.
3. We did not go *then*.

Copy the sentences below, filling the blanks with the words you have just written:

1. We were not here —.
2. The children were walking — the garden.
3. The boys — the horses across the field.

Read the following sentences one by one, copying the words in italics:

1. He is much larger *than* I am.
2. The horse *threw* the boy off his back.
3. Did you see him on the *road*?

Copy the sentences below, filling the blanks with the words you have just written:

1. John quickly — the ball to Tom.
2. Can he run faster — you?
3. The — ran by our house.

Copy the following sentences, filling the blanks. If you are not sure which word to use, read again the sentences with the words in italics.

1. Was the — very long?
2. The road ran — the field.
3. We did our work faster — they.

4. Their new boats were not here —.
5. Four boys — the horses all day.
6. They — the ball there for the boys to find.
7. Did you come — the garden?
8. We met John on the —.

93 A

For study:

1. The dog ran *through* the garden.
2. I *threw* the ball to John.

Write the words that correctly fill the blanks. If you are not sure what word to write, study the sentences above.



3. She — the apple away.
4. We were walking — the woods.
5. We saw her — the window.
6. Mary — the bean bag to me.
7. Are you — with my pen?
8. The boys — the nuts down from the trees.
9. John — the rope about the horse's neck.
10. I should like to go — the store.
11. We shall be — by four o'clock.
12. The baby — his rattle on the floor.
13. Have you looked — the book?
14. She ran — the yard.
15. The boys — snowballs at me.

Make a sentence of your own, using *through*. Make a sentence of your own, using *threw*.

93 B

For study:

1. She *rode* four miles.
2. The *road* was very rough.

Write the words that fill the blanks correctly. If you are not sure what word to use, read the sentences above.

3. The — to town is four miles long.
4. He — quickly away.
5. Our girls and boys — in the parade.
6. It is a dusty — to your home.
7. The children walked along the — for two miles.
8. We — to town yesterday.
9. The little birds — on the crane's back.
10. His — lay along the river.
11. Baby — on John's back.
12. Is the — to the city rough?

Use *rode* and *road* in sentences of your own.

Read again the sentences *For study* in your last lesson, then write sentences of your own, using *through* and *threw*.

93 C

For study:

1. He did not do it *then*.
2. I am taller *than* you.

Write the words that correctly fill the blanks on the next page. If you are not sure what word to use, read again the sentences *For study*.

1. — the man ran away.
2. It was not — time to go.
3. The road was longer — he thought.
4. I should rather stay — go.
5. Was it — that you spoke?
6. It was much larger — we needed.
7. He did not need any more —.
8. — the boys came in.
9. It cost more — yours.

Read the sentences *For study* in this lesson and in lessons 93 A and 93 B. Then write sentences of your own, using *through, rode, then, threw, road, than*.

94. ORAL WORK

Guess what animal this is:

It does n't bark

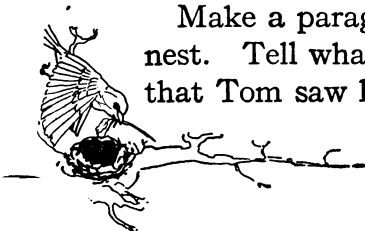
It does n't have four legs

It does n't have hair

Make three sentences about a fish, beginning with *It does n't*; about a bird, beginning with *It does n't*; about a boy, beginning with *He does n't*; about a baby, beginning with *She does n't*.

Make a paragraph telling that John went to town. Tell what he saw, what he bought, and who came home with him. Do not use *and* between your sentences.

Make a paragraph telling that a bird built a nest. Tell what she brought to make it. Tell that Tom saw her at work. Tell what he did.



95. A REVIEW

Write sentences, using these expressions:

their gardens their trees their money
 their books their houses their own way

Write sentences beginning with:

There are two There is one
 There were many There was somebody

Write the words that fill the blanks below.
 Number your words with the same numbers
 that the sentences are numbered with. If
 you do not remember what word to choose,
 read again the first two sentences in lessons
 78 A and 89 A.



no — know

1. Do you — where to go?
2. We — that he did right.
3. Is there — meat for dinner?
4. I did not — she was here.
5. We — how to do it.

their — there

1. — is a book on the table.
2. — are four children in the room.
3. — toys are on the table.
4. — dresses are worn.
5. Did they leave — books here?
6. My coat is —.
7. — will be more rain soon.
8. They arrived — before we did.

96. A STORY TO WRITE

Read the following story carefully:

The Blind Soldier

Once *there was* a poor, old, blind soldier. Every night he went *through* the streets playing a violin to earn his living. Always his little dog went with him and held a hat *for* the money. One night the old man was in great trouble. *No* one had given him any money. He was very tired and hungry.

Just *then* a stranger *rode by*. He saw the poor old soldier. He put some money into the hat, took up the violin, and began to play. Soon the hat was nearly full of money. The old soldier was happier than he had been for a long time. The stranger was one of the greatest violin players in the world.

Learn to write the title of the story.

How many paragraphs are in the story?
What does each paragraph tell?

Learn to put the commas in the first sentence.
What other sentence has two commas?

Study the words in italics.

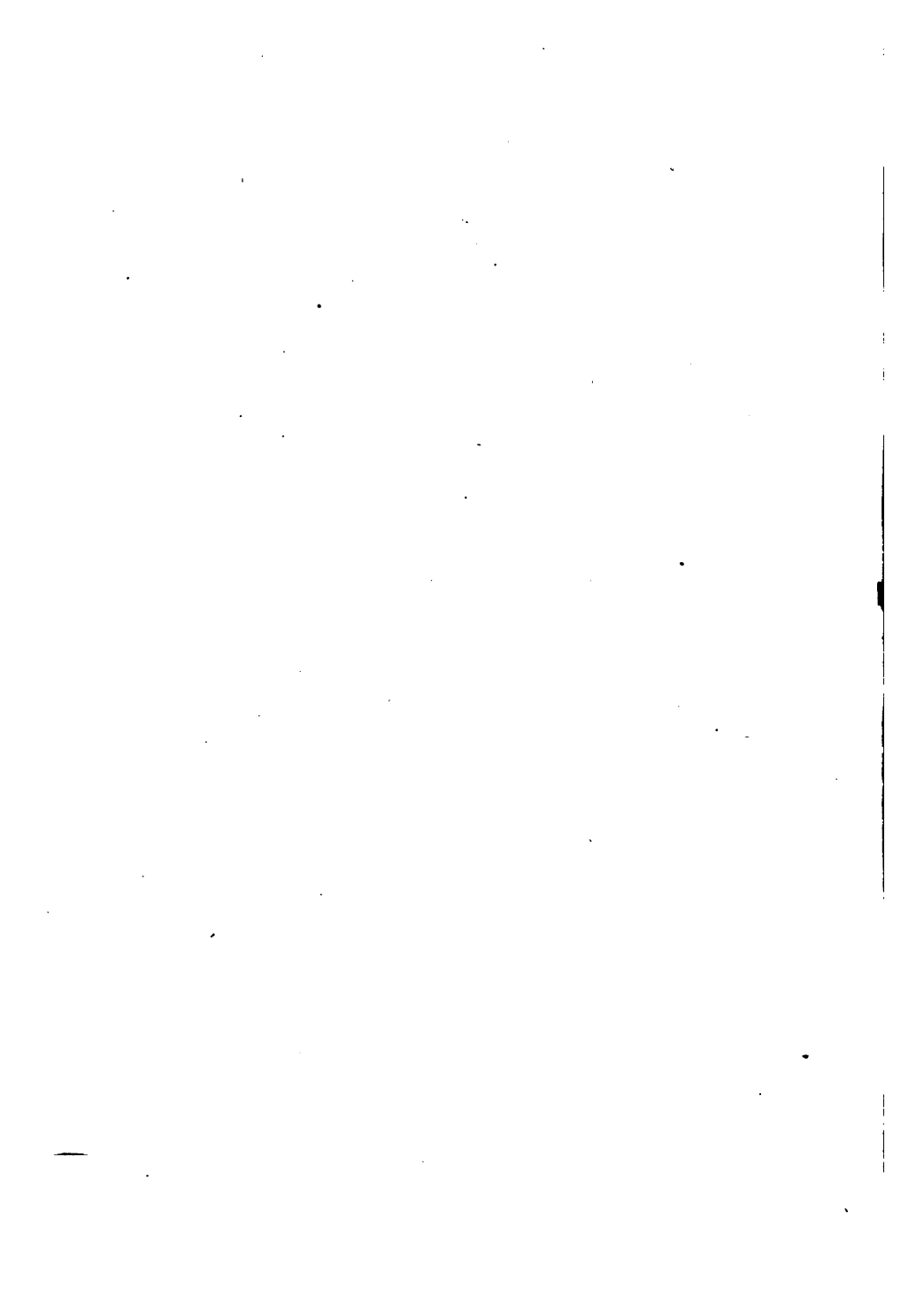
Learn to spell the following words: *soldier*, *streets*, *violin*, *living*, *trouble*, *money*, *tired*, *hungry*, *stranger*, *nearly*, *happier*, *world*.

Write the story, using the following helps.
Do not copy the story from the book.

Tell who there was once. Tell what he did every night. Tell about the little dog. Tell that the old man was in trouble one night. Why?



The stranger took up the violin and began to play



Begin the second paragraph by telling who rode by just then. Whom did he see? Tell in one sentence three things that the stranger did. What happened to the hat? Tell how the old soldier felt then. Who was the stranger that played the violin?

Read your story. Does it sound well? Did you omit anything?

Compare your story with the book. Did you misspell any words?

97. ORAL WORK

A Guessing Game

Think of what your father does to earn a living. The others will try to guess what he does by asking questions beginning with, "Does he." Ask such questions as "Does he hammer?" You will say, "No, he does n't hammer." "Does he make bread?" "No, he does n't make bread." "Does he cook?" "Does he drive horses?" "Does he sell cloth?" "Does he sell candy?" Think of more questions to ask.

Choose words from the list following the sentences to fill the blanks below:

1. — does n't like to run.
2. — do not wish to go.
3. — do not come out in the daytime.
4. — do not play in school.

5. — does not lay eggs every day.
6. — does not work in the city.
7. — does not talk.
8. — do not row well.
9. — does not shine every day.
10. Does a — bark?
11. Don't — play nicely?

he	papa	mice
she	a hen	men
I	you	dog
we	they	the sun
it	the man	children
baby	the boy	kittens

98. TITLES

Study these sentences:

1. My *aunt* lives in Boston.
2. My *Aunt Jane* lives in Boston.
3. She is living in the house where my *grandfather* was born.
4. She is living in the house where *Grandfather Brown* was born.

In sentence 2, *Aunt* begins with a capital letter because it is part of the name.

In sentence 4, *Grandfather* begins with a capital letter because it is part of the name.

- | | | |
|------------|-------------|-----------------|
| (1) aunt | (4) grandpa | (7) brother |
| (2) uncle | (5) grandma | (8) doctor |
| (3) cousin | (6) sister | (9) grandmother |

Fill the blanks in the following sentences

with words from the list on page 120. The figure at the end of each sentence tells which word to choose. You must decide whether to use a capital or a small letter. Remember:

A title that is part of a name^e begins with a capital letter.

1. He goes to visit his — every year during July and August. (9)
2. Does your — Jane live in Scotland? (1)
3. There is a — from our town studying in France. (8)
4. My — Frank is a — in San Francisco. (2 and 8)
5. Did you see my baby — yesterday? (6)
6. Next week — Jack will be here. (3)
7. To-day I shall write my letter to —. (5)
8. Every week — Jones calls at our school. (8)
9. We knew that — Fred was coming. (2)

98 A

The sentences below show that *Aunt* begins with a capital letter only when it is part of a name.

Did you see *Aunt* Mary?
Has your *aunt* come?

Read the following sentences. Write on your paper the numbers of the sentences where *Aunt*, *Uncle*, or *Cousin* is part of the name.

1. My Aunt Mary is seventy years old.
2. Did your cousin come yesterday?

3. I am going to visit my grandmother
4. Here comes Uncle John.
5. I did not see my aunt yesterday
6. Is Uncle Dick here?
7. I did not visit Aunt Mary.
8. Our little cousin will not come.
9. My uncle lives in California.
10. Is your Aunt Mary better?
11. Will you ask Cousin Harry to come on
New Year's Day?
12. We shall stay here while Aunt Ella is away.

In how many sentences was *Aunt* part of the name? was *Cousin* part of the name? was *Uncle* part of the name?

Write the words that correctly fill the blanks in the sentences below. If *Aunt*, *Uncle*, *Cousin*, *Grandfather*, or *Grandmother* is part of the name, do not forget the capital letter.

1. Will you go with me to see — Jane?
(*Aunt* or *aunt*)
2. I helped — Tom pick the apples. (*Uncle*
or *uncle*)
3. My — is coming to-morrow. (*cousin* or
Cousin)
4. Will you live with your — now? (*grandma*
or *Grandma*)
5. I like to visit — Mary. (*aunt* or *Aunt*)
6. The grapes are ripe on — Hill's farm.
(*grandpa* or *Grandpa*)
7. Did your — Tom win? (*cousin* or *Cousin*)

98 B

- | | | |
|-------------|-----------|------------|
| (1) grandpa | (3) aunt | (5) cousin |
| (2) grandma | (4) uncle | |

Copy the sentences below, filling the blanks. The figure at the end of the sentence tells you which of the above words to use. Remember to use a capital letter if the word is part of the name.

1. Will you show — Jack your rabbits? (5)
2. I did not see my — yesterday. (3)
3. The peaches — Brown gave us were very good. (2)
4. Let — Mary hear you spell. (3)
5. Will you play for your —? (4)
6. We called on — Alice while we were out. (3)
7. We saw Nellie's — from Chicago while we were there. (3)
8. Next week — Robert will take us. (4)
9. I should like to go to — Brown's farm. (1)
10. They will see their — to-morrow. (5)
11. Please tell — to come to see us. (2)
12. Her — is not here now. (3)
13. Did — Jack tell you about his dog? (5)

99. ORAL WORK

Muff

Once there was a cat named Muff of whom the children were very fond. Muff was full of mischief and often got into trouble.

One day, when mother was sitting by the window





knitting, the doorbell rang. As she laid her work upon the table to answer the bell, the ball of cotton rolled off to the floor. Muff jumped up from her nap, and immediately began to play with it. In a short time she looked like a ball of cotton herself, for she had wound the cotton entirely around her body.

When mother came back and saw the trouble she tried to unwind the cotton, but Muff thought it part of the game. She kept turning around and around as if she were chasing her tail.

At last mother caught the kitten up in her arms, and with the scissors cut the thread many times before Muff was free again.

Be ready to tell the story of Muff.

100. A REVIEW

Write the name of the first day of the year.

Write the name of a holiday on which presents are given.

Write the name of the holiday on which jack-o'-lanterns are used.

Write the name of the holiday coming when the crops are all gathered in.

Write the name of a holiday that comes during the summer vacation.

Write the abbreviations for the months of the year.

Write the name of your teacher.

Draw an envelope and address it to your father.

Write the name of a doctor.

Write the names of the days of the week.

101. ORAL WORK

Be ready to answer the following questions, using correctly the words in italics:

1. What did you see yesterday? I *saw* a horse.
2. What did you eat for breakfast? I *ate* toast for breakfast.
3. When did you come to school? I *came* to school early.
4. What did you drink this morning? I *drank* water this morning.
5. How did you do your work? I *did* my work well.
6. Who was knocking at the door? It *was* I.
It *was* he.
7. Who was talking? It *was* they. It *was* she.
8. Did you ring the bell? Yes, I *rang* the bell.
9. Did John win the race? No, Tom *won* it.
10. Did mamma lie down to rest this afternoon?
No, she *lay* down this morning.
11. By whom did kitty sit? She *sat* by Mary.
12. Have you a reader? I *have* no reader.
13. Have you any candy for us? No, I *have n't* any candy for you.

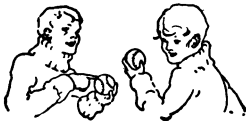


Read the sentences on the next page until you can pronounce every word distinctly. The words in italics are often carelessly pronounced.

1. *They are* reading their lessons.
2. Do you know that *they are* here?
3. *There are* two lessons to learn.
4. *Are there* any trees near?
5. I do not know *where they are*.
6. In the nest *there are* two eggs.
7. *Are they* blue or *white* eggs?
8. *They are* blue and *white*.
9. I think *they are* coming here.
10. *There are* two swings for us.
11. *There were* some fairies on the flowers.
12. *There they* sat all night long.
13. *There were* a great many children playing in the garden.
14. *There were* three pigs who went for a walk.
15. *They were* lost in the woods.
16. *There they* had to stay all night.
17. *There were* a few children who wanted to go home.
18. *They were* afraid of the wolf.

102. WORDS IN GROUPS

For study:



Two boys have new balls.
 They were *too* tired to work.
 We ran *to* school.

Write sentences, using the following expressions:

two apples
 to the park

too far
 too warm

two children
 to the house

Copy the sentences below, filling the blanks with *two*, *too*, or *to*. If you are not certain which word to use, read the sentences at the beginning of the lesson.

1. Mary has — apples
2. The boys ran — fast.
3. Did you go — the circus?
4. The hill was — high to climb.
5. He paid — much for the ball.



The following blanks are to be filled with *two*, *too*, or *to*. Write the words that correctly fill the blanks. Number your words the same as the sentences.

1. Mary has — pens.
2. He rode — miles.
3. The seat is — low for me.
4. He tried — make a boat.
5. When are you coming — see me?
6. She walked — fast for the baby.
7. She will buy — dolls to give away.
8. The day was — hot to work.
9. Did you go — school yesterday?
10. He played — long to-day.
11. Mary missed — words.
12. I wish — buy some candy.

102 A

For study:

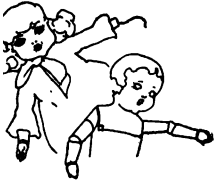
I have *two* tops. (*Two* means a number.)

He ate *too* much. (*Too* means more than enough.)



Write on your paper the numbers of the sentences given below in which *two* means a number:

1. I have two hats.
2. Are they too far away?
3. The weather is not too warm.
4. Here are her two brothers.
5. There are two teachers here.
6. We ran all the way to the park.
7. The day was too rainy to go out.
8. Where are you two going?
9. There are too many children here.
10. I do not like to go shopping.
11. The work was far too hard for her.
12. Your two dolls are broken.
13. I did not buy too much.
14. She walks too fast for me.



Read the above sentences again, writing on your paper the numbers of the sentences in which *too* means more than enough. In how many was *two* used? In how many was *too* used?

Copy the sentences below, filling the blanks with *too*, *two*, or *to*:

1. We walked — miles.
2. She walked — town.
3. She is — tall for that dress.
4. She is — short to sit there.
5. Have you — pins?
6. Is that seat — low for you?

103. A REVIEW

- | | |
|--------------------|---------------------|
| (1) two — too — to | (7) for — four |
| (2) buy — by | (8) through — threw |
| (3) here — hear | (9) rode — road |
| (4) new — knew | (10) then — than |
| (5) their — there | (11) no — know |
| (6) our — are | |

Fill the blanks in the sentences below, choosing the words from the groups above. The figure at the end tells from which group to choose.

1. Did I — you calling Uncle Joe? (3)
2. We — a long way to see our cousin. (9)
3. Our — dresses were torn. (4)
4. He is older — his cousin. (10)
5. There — many books here. (6)
6. It is — cold for the baby to play. (1)
7. There are — desks in my row. (7)
8. Where are the boys who — the ball? (8)
9. She — where to find — kites. (4 and 5)
10. Are we on the — to see Aunt Mary? (9)
11. The children did the work — the teacher. (7)
12. My Aunt Mary bought me a — dress. (4)

103 A

- | | |
|--------------------|---------------------|
| (1) two — too — to | (7) for — four |
| (2) buy — by | (8) through — threw |
| (3) here — hear | (9) rode — road |
| (4) new — knew | (10) then — than |
| (5) their — there | (11) no — know |
| (6) our — are | |

Look over your work for lesson 103 and see what mistakes you have made. If you made a mistake in the group of words numbered 1, turn to lesson 102 and read the sentences. Correct your work, and write three sentences of your own, using the same words.

If you made a mistake in groups 2, 3, or 4, turn to lesson 82, correct your work, and write three sentences of your own.

If you made mistakes in groups 5, 6, or 7, turn to lesson 89, read the sentences, correct your work, and write three sentences of your own.

If you made mistakes in groups 8, 9, or 10, turn to lesson 93, read the sentences, correct your work, and write three sentences of your own.

If you made mistakes in group 11, turn to lesson 78, read the sentences, correct your work, and write two sentences of your own.

104. A LETTER

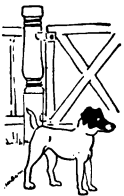
Read this letter:

New Orleans, Louisiana

July 8, 1914

Dear Miss Hall,

I have a pet dog at home. Every day at noon he waits at the gate for me. If I am late, he cries until I come. Then when I do come, he jumps all over me and wags his tail because



he is so happy. He can sit up, roll over, and walk on his hind legs when I bid him.

Your pupil,

Harry Brown

This is a letter from Harry to his teacher telling her about his pet dog. Write a letter to your teacher, telling her in at least *four* good sentences about your dog or cat, or about some dog or cat you know of.

Head the letter in the place in which you live, with the date of to-day. Use Harry Brown's closing, and sign your own name.

Draw an envelope and address it.



105. ORAL WORK

Be ready to answer the following questions, pronouncing clearly the words in italics:

1. Whose books are in the desk? *Our* books are in the desk.
2. Whose pens are these? These *are our* pens.
3. Whose hats are these? These *are our* hats.
4. Whose teacher sang this morning? *Our* teacher sang this morning.
5. Whose coats are hanging in the hall? *Our* coats *are hanging* in the hall.
6. Whose papers are well written? *Our* papers *are* well written.
7. Whose room has four windows? *Our* room has four windows.

8. Whose children have clean hands? *Our children have clean hands.*
9. Whose flowers are red? *Our flowers are red.*
10. Where were they going? *They were going away.*
11. Were there any children there? *There were no children there.*
12. Were they sitting in our swings? *They were sitting in our swings.*
13. Are they coming to see us? *They are coming to see us.*
14. Were they coming? *They were coming.*
15. Were there any more there? *There were no more there.*
16. Are our children to sing to-morrow? *Our children are to sing to-morrow.*

Answer these questions, beginning each sentence with *I have* or *I have no*.

1. Have you a pencil?
2. Have you an automobile?
3. Have you a new book?

Read the sentences below, filling the blanks with *does n't* or *don't*.

1. Mary — know where to go.
2. The children — drink coffee.
3. People — like to hear harsh singing.
4. Girls — play football.
5. A boy — learn to sew.
6. He — wish to come.
7. She — like to sing.

106. A WRITTEN PARAGRAPH

Read the following paragraph carefully:

December, January, and February are the *winter months*. In Boston, Massachusetts, it is very cold *during this season*. Christmas and New Year's come then, and we have good times *indoors*. In March, April, and May the rain and wind come. The rain brings the *pretty* wild flowers. Our next season is *summer*. The summer months are June, July, and August. Then every one has *vacation*. In September, October, and November the flowers die. The *leaves* fall from the trees. Of all seasons, I like winter best.

Write the names of the months of the year found in this paragraph. Write the name of the place given. What holidays are spoken of?

Study the words in italics for spelling.

Write the paragraph, sentence by sentence, from memory.

Be ready to write the paragraph from dictation. After you have finished writing from dictation, open your book and correct your work, sentence by sentence.

107. WRITTEN PARAGRAPHS

Read these two paragraphs, looking carefully at the words in italics.

My mother is going to New York to *buy* some *new* dresses. While *there* she will *buy four* dolls *for me to dress for* Christmas. My brother wants a tiny automobile that will run on the *road*. Mother will

ride on the car *through* many streets. She will see many more people *than* we do *here*. We shall *hear* from her every day. *Then* we shall tell Aunt Mary what she has been doing.



Here are our horses. Uncle George gave them *to* us. Yesterday we *rode* them *two* miles *through* the woods. We saw some men on horseback playing with a ball. They *threw* the ball ever so far. Sometimes the horses would stop quite near the ball. Sometimes they would run on *by*. *Then* some one else would get the ball. They were playing polo. It was great fun watching them.

Study the words in italics.

Study the following words for spelling:

going	many	every
dresses	horseback	watching
yesterday	playing	people
woods	sometimes	automobile

Study the two paragraphs at the beginning of the lesson, one sentence at a time, writing each sentence from memory. Correct all the mistakes, and be ready for dictation.

108. ORAL WORK

Be ready to speak the words in the following sentences clearly and to answer the questions from memory. Study a question and the answer. Read the question. Give the answer without looking at your book. The words in italics are the important ones to use. How

many questions can you answer, using the words in italics correctly?

1. How many boys are sitting by the road? There *are two* boys sitting by the road.
2. How many children are near the door? There *are three* children near the door.
3. How many babies are in the park? There *are many* babies in the park.
4. How many peaches are on our tree? There *are some* peaches on our tree.
5. How many pens are on the desk? There *are four* pens on the desk.
6. How many windows are in the room? There *are six* windows in the room.
7. How many flowers are in the garden? There *are a great many* flowers in the garden.
8. How many dolls are in the playhouse? There *is only one* doll in the playhouse.
9. How many tops are in my desk? There *is one* top in your desk.
10. Is some one knocking? There *is some one* knocking.
11. Is there a bell on the door? There *is no* bell on the door.
12. Is there anybody at home? There *is nobody* at home.
13. Is there a ball in this room? No, but there *is a bat* here.
14. Is there nothing you can do to help mother? There *is nothing* for me to do.



109. A LETTER

Read the following letter:

New York, New York

April 2, 1912

Dear Mother,

It is only *one week* since you went away, but it seems *two months*. We should like so much to see you, but we know you will come when Aunt May is better.

Mary and Bess have been good. They put on *their new dresses* to-day. Miss Brown said they looked very nice when they started to school.

Did papa write you about Robert? When he was eating *some candy* one of his teeth came out. He cried and cried until Uncle Tom read him a story. Then he forgot all about it.

We all send our love and will be glad when you are home again.

Your loving daughter,

Ethel

Write the names that begin with capital letters. Write and study the groups in italics.

Learn to spell these words, then write them from memory: *since, would, better, morning, thought, looked, eating, teeth, again.*

How many paragraphs are in the letter? What does each one tell about?

Study the first sentence. Write it from memory. Look at your book and correct your work. Write the entire letter in this way.

110. THERE IS — THERE ARE

Read these sentences, making a list of the words that follow *are* and *is*:

1. *There are* two boys sitting by the road.
2. *There are* three children in the swing.
3. *There are* many babies in the park.
4. *There are* some peaches on our tree.
5. *There are* four pens on the desk.
6. *There are* six windows in our room.
7. *There are* a great many flowers in the garden.
8. *There is* only one doll in my playhouse.
9. *There is* a top in my pocket.
10. *There is* some one knocking.
11. *There is* no bell on the door.
12. *There is* nobody at home.



Make sentences beginning with *there are*, using the following words:

two dolls	four children
many desks	six boxes
some pencils	many boys
two ladies	some girls
a great many eggs	a few apples

Make sentences beginning with *there is*, using the following words:

one tree	nobody
a door	one baby
no bell	some one
a chair	somebody
one ball	only one child



III. PARAGRAPHS

This story should be in five paragraphs. Try to decide where each paragraph begins.

The Wind and the Sun

One day the wind and the sun had a quarrel. Each thought he was the stronger. The wind moved ships and even tore up large trees. The warm sun brought the summer and bright flowers. Soon a man came along. He wore a long cloak. The wind and the sun decided to see which one could make him take it off. That one would be the stronger. The sun hid behind a cloud and the wind began. It blew harder and harder. The man only held his cloak closer about him. Finally the wind had to give up. Then the sun tried. It came out from behind the cloud and beat and beat upon the man. At last he became so warm that he took off the cloak. Then the sun and the wind decided that the sun was the stronger.

Copy the title. Remember:

The first and every important word in the title begin with capital letters.

Copy the story. Put in the first paragraph the first two sentences and those telling what the wind and sun can do. In the second paragraph put the sentences that tell *how* they were to decide which was the stronger. In the third paragraph put the sentences that tell



The sun hid behind a cloud and the wind began

what the wind did. In the fourth paragraph put the sentences that tell what the sun did. In the fifth paragraph tell how it came out.

How many capital letters are used in the story? Did you have them right?

III A

Read the following story, and as you read decide how many paragraphs there should be:

Once a little ant fell into the water. A bird sitting in a tree near the brook threw a leaf down into the water. The ant crawled up on the leaf and was saved. Not long afterward a man was out hunting. He had his gun ready to shoot the bird. The little ant was near and saw what was going to happen. She ran over quickly and bit his foot. The man jumped and the bird flew away.

Copy the story, making *two* paragraphs. Let the first tell how the bird saved the ant. Let the second tell how the ant saved the bird.

When you have finished, turn to lesson 73 A and correct your work.

112. ORAL WORK

Be ready to read the following sentences, pronouncing clearly the parts in italics:

1. *Where* have the boys gone? *They* were with us a few minutes ago.
2. We shall try to find *where* they are hidden.
3. *Where* are you going?

4. *Why* did you do it?
5. *Who* is going?
6. *What* did you say?
7. *Which* one will go?
8. *Where* will you stay while he is here?
9. *When* did he do it?
10. *Did you* know when she came?
11. *Don't you* know about it?
12. I do not know *why* you *were there*.
13. We *were* in the room.
14. This is the place *where* we *were* told to go.
15. *Where* are you going, little lark
16. She took him to the place *where* the sheep were eating grass.
17. "*Where* is my sheep?" she asked.
18. "*Where* have you been?" asked he.
19. "*We were* looking for the sheep," they said.
20. *Were* you at the game to-day?
21. *Which* team won?

We *were* looking for a place *where* we could play house. We did not want to play *where* the wind blew. We *were* cold. After a while we thought of a place *where* we could have a good time. We went to the barn *where* the hay was. *Don't you* know what a fine place it is? We *were* always ready to go *there* as soon as we *were* out of school.

Select those words from the list on the next page with which *there are* may be used; those with which *there is* may be used. Make sentences using these words.

two hats	six windows
only one doll	only one desk
many children	two teachers
some pencils	a great many trees
a top	some houses
no hat	a door
a few apples	no bell
a great many flowers	many days
some one	a few apples
a few people	one ball
nobody	two hats
four pens	a great many boys

113. WRITING NUMBERS IN WORDS

one	eleven
two	twelve
three	thirteen
four	fourteen
five	fifteen
six	sixteen
seven	seventeen
eight	eighteen
nine	nineteen
ten	twenty

Study these words, three at a time, until you can write them in order without looking at the book. Compare your work with the book. Mark all misspelled words, study, and write them in order again. Do this until you can write all twenty without making a mistake.

Read this paragraph carefully. Notice that the numbers are spelled out.

The *four* horses were trying to pull the great load of wood *through* the mud. *One* wheel slipped into a deep rut. Then the horses tugged and tugged with their *whole* strength. One horse jumped and broke a *piece* of the harness. The wagon started backwards. Quickly the driver put a large stick of wood under *one* wheel. *Then* he went down the road to get *some* help.

Write sentences using the words in italics.

114. WRITING NUMBERS IN WORDS .

twenty	twenty-one
thirty	twenty-two
forty	twenty-three
fifty	twenty-four
sixty	twenty-five
seventy	twenty-six
eighty	twenty-seven
ninety	twenty-eight
one hundred	twenty-nine

Notice the little mark in the middle of the words in the second column. It is called a **hyphen**. Study the words in the first column, three at a time, until you can write them in order without looking at the book.

All other numbers up to *one hundred* are written the same way as those in the second column. Write the words for 34, 45, 67, 89, and 99.

Read these paragraphs carefully:



One very cold, stormy night father built a fire in *our grate*. The wood cracked and snapped, throwing out many *pieces*. Then we children scrambled to put out the sparks. Father was *too* quick for us. He was always *there* first.

When the coals were ready we popped corn. We sat around the fire *for two hours*, eating popcorn and listening to the stories father told. We *always* enjoy a rainy evening together at home.

Make sentences of your own, using the words in italics.

114 A

Go back over the last two lessons and make a correct list of the words you misspelled. Study your list in groups of three, writing each group from memory.

Write short sentences, using the words you had misspelled.

115. A REVIEW

Write the words for 1, 2, 4, 8, 11, 19, 23, 35, 46, 69, 70, 88, and 92.

Copy the sentences below. Notice that numbers under *one hundred* are spelled out, not written in figures. Dates are usually written in figures.

1. Two great men were born on February 12, 1810.

2. There were eighty men killed in the wreck of December 3, 1914.
3. In our class there are twenty-six boys and twenty-two girls.
4. In the month of January there were ten clear days and twenty-one cloudy days.

116. ORAL WORK

Read these sentences until you are able to tell what words follow *were* and what words follow *was*:

1. There *were* two squirrels eating nuts.
2. There *were* three children near the door.
3. There *were* many babies in the park.
4. There *were* some peaches on our tree.
5. There *were* four pens on the desk.
6. There *were* six windows in the room.
7. There *were* a great many flowers in the garden.
8. There *was* one rabbit eating cabbage.
9. There *was* a top in my pocket.
10. There *was* some one knocking.
11. There *was* no bell on the door.
12. There *was* nobody at home.



Answer these questions from memory, using the sentences above:

1. How many squirrels were eating nuts?
2. How many children were near the door?
3. How many babies were in the park?
4. How many peaches were on our tree?
5. How many pens were on the desk?

6. How many windows were in the room?
7. How many flowers were in the garden?
8. How many rabbits were eating cabbage?
9. How many tops were in my pocket?
10. Was some one knocking at the door?
11. Was there a bell on the door?
12. Was nobody at home?

117. A STORY TO WRITE

Read the following story:

The Big Trees

Nearly four thousand years ago, some trees began to grow in California. These same trees are *alive* to-day and can be *visited* at any time. It is over sixty years since they were *discovered*. They are so large that at *first people* who were told about them would not *believe* there were *such* trees.

One tree has *fallen* down. It is *hollow*. It is so large around and so long that a man on horseback can ride two hundred feet through its *trunk*. There are two other trees that are very wonderful. The stage drives through one tree. It is ninety-eight feet to the lowest branch of the other.

Study the words in italics, in groups of three, until you can write them without your book. Learn to write the title. Find and write the numbers used in the story. Find and write the name of a state. Copy the first sentence, noticing how the commas are used. Write the story in *two* paragraphs from the following hints:

Tell how long ago and where some trees grew; that they are alive to-day, and that people can visit them; how long it is since they were discovered; what people thought at first of the stories of their size.

Tell the story of one tree that has fallen; of two other wonderful trees.

Read your story: Does it sound well? Did you forget any part of it? Are your paragraphs correct?

118. A LETTER TO WRITE

Berlin, Germany

September 30, 1914

Dear Friend,

I am going to be a soldier when I am a man. I belong to the Boy Scouts now. We are kept busy running errands for the captain. My big brother is in the army. He carries a gun and marches behind the band.

Your friend,

August

Here is a letter from a little boy who lives in Germany, away across the ocean. Answer his letter by telling in two or three short sentences what you will do when you are grown. Ask your teacher if the Boy Scouts in America do errands for the army officers. Make two sentences telling August what Boy Scouts do here. Do not forget your capital letters and



periods. When you have finished your letter, read it over and correct all mistakes. How many times did you use *and* to begin a sentence?

119. ORAL WORK

The following poem is an imaginary conversation between a little boy and a sheep. Read the poem and be ready to tell the class where the sheep was, what the boy asked, and what the sheep told him.

Make three short questions from the first stanza.

Make one short question from the second stanza.

The Boy and the Sheep

“Lazy sheep, pray tell me why
In the pleasant field you lie,
Eating grass and daisies white,
From the morning till the night;
Everything can something do;
But what kind of use are you?”

“Nay, my little master, nay,
Do not serve me so, I pray!
Don't you see the wool that grows
On my back to make your clothes?
Cold, ah, very cold you'd be
If you had no wool from me.



"Lazy sheep, pray tell me why"



“True, it seems a pleasant thing
Nipping daisies in the spring;
But what chilly nights I pass
On the cold and dewy grass,
Or pick my scanty dinner where
All the ground is brown and bare!

“Then the farmer comes at last,
When the merry spring is past,
Cuts my woolly fleece away,
For your coat in wintry day.
Little master, this is why
In the pleasant fields I lie.”

ANN TAYLOR

120. HOW TO FINISH A SENTENCE

Write the last word of each of the following sentences, placing after it the correct mark:

1. There are two horses near here
2. We saw Jane yesterday
3. Where are you going
4. The door is open
5. Will you come
6. I am going away
7. Where is Mary
8. How did you do it
9. Your new doll is pretty
10. Did you see the new kite John has
11. Are you going to school now
12. I brought my books

13. Will you come with me
14. Where is your bat
15. I have some flowers
16. These are for you
17. What are you doing
18. Has she told you
19. The girls are playing in the yard
20. Does the baby look well
21. The bird flew away
22. What did she say
23. Did she bring her paper

Write six sentences about the games you play at recess. Make three of these sentences questions.

120 A

Read these sentences, and notice the mark at the end of each.

1. Has John gone to school?
2. John has gone to school.

The first sentence is a question and, therefore, has a question mark at the end. The second is not like the first. It answers the question. A sentence that **answers** a question or **tells** something, must have a period placed after it.

Read each of the following sentences carefully. Decide whether it *asks* something or *tells* something, then copy the last word in it and put the proper mark after it.

1. May I borrow your pencil
2. I have no pencil
3. Can your puppy bark
4. No, it is too young
5. Where are you going
6. I was perfect in spelling
7. This is my house
8. Where do you live
9. Did you bring your sister
10. Baby likes to play
11. Mother is out this afternoon
12. How much did you pay for your marbles
13. Do you think it will rain to-day
14. Here is a letter for you
15. Will you carry this home
16. Which horse will you ride
17. Doctor Jones is coming at four o'clock
18. Has your cousin come
19. Will you come next Wednesday

120 B

Copy these sentences. Place the correct mark at the end of each.

1. Where are you going
2. This is my new hat
3. Will you stay Wednesday night
4. February is the shortest month
5. Miss Brown lives in Washington
6. Does Mary like flowers
7. Has your aunt come
8. This is my birthday

121. A REVIEW

Write from dictation:

- | | |
|---------------|-------------------------|
| 1. Monday | 17. October |
| 2. Tuesday | 18. November |
| 3. Wednesday | 19. December |
| 4. Thursday | 20. Christmas |
| 5. Friday | 21. New Year's |
| 6. Saturday | 22. May Day |
| 7. Sunday | 23. Fourth of July |
| 8. January | 24. St. Valentine's Day |
| 9. February | 25. Thanksgiving Day |
| 10. March | 26. Boston |
| 11. April | 27. Washington |
| 12. May | 28. Chicago |
| 13. June | 29. San Francisco |
| 14. July | 30. New York |
| 15. August | 31. New Orleans |
| 16. September | 32. Main Street |

121 A

Make a correct list of the words you missed in lesson 121. Study the words, in groups of three, until you can write each group from memory. Write each group. Look at your list. Did you write the words correctly? Study your list again until you can write every word from memory. Write the words. Look first at the book, then at your words, and correct all errors. Do this again and again, until you can write every word correctly.

122. A REVIEW

Fill the blanks in the following sentences with the words given in italics, using capital letters wherever necessary.

1. Bring your — to dinner with you. (*cousin*)
2. Does — Mary expect to come? (*aunt*)
3. A letter from — Jack is on the table. (*uncle*)
4. Is it not pleasant to have your — so near?
(*grandma*)
5. May we go to — Brown's to-morrow?
(*grandpa*)
6. Let us go to see — Bess. (*cousin*)
7. Did you hear from your —? (*uncle*)
8. I saw your — yesterday. (*aunt*)
9. This is where — Lee lives. (*grandma*)
10. Shall I call — Dick? (*cousin*)

Write the following sentences, putting commas where they belong:

1. Uncle aunt and grandma are here.
2. She went to the orchard barn and chicken yard before she left.
3. Can you swim dive and row?
4. They raise chickens ducks and rabbits.
5. Peaches and plums are ripe now.
6. Mary will stay Wednesday Thursday and Friday.

122 A

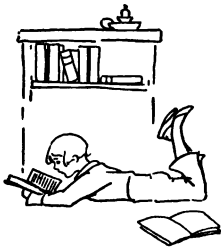
Turn to 98A and follow the directions in that lesson.

123. ORAL WORK

Read a question, then the answer. Study until you can give the answers, using correctly the words in italics.

1. Who *has eaten* the seeds? The bird *has eaten* the seeds.
2. Who *has seen* a ship? Mary *has seen* a ship.
3. Who *has done* all the work? John *has done* all the work.
4. Who *has won* the race? The tortoise *has won*.
5. Who *has drunk* the water? The horse *has drunk* the water.
6. Who *has run* to the yard? John *has run* to the yard.
7. Who *has brought* his work? I *have brought* my work.
8. Who *has ridden* a horse? I *have ridden* a horse.
9. Who *has gone* to town? Mary *has gone* to town.

Read the following groups of words, then make a sentence using each group.



has eaten	has brought
has seen	has given
has run	has lain
has come	has won
has done	has ridden
has drunk	has gone
has rung	has taken
has written	has drawn

Make more sentences, using *have* instead of *has*.

124. A REVIEW

Write the word that correctly fills the blank. Choose from the group that follows each sentence. Number your words the same as the sentences are numbered.

1. Here is a letter — you. (*for* or *four*)
2. We — how to do it. (*new* or *knew*)
3. The girls are in — rooms. (*their* or *there*)
4. Will you come —? (*here* or *hear*)
5. Oh, see — lilies! (*our* or *are*)
6. I should like to — some candy. (*buy* or *by*)
7. There are — pencils here. (*know* or *no*)
8. Will you tell me if — are any more apples?
(*their* or *there*)
9. I did not — you sing. (*here* or *hear*)
10. Where — you going? (*our* or *are*)
11. Are — many children here? (*their* or *there*)
12. I do not — her well. (*no* or *know*)
13. See my — shoes! (*new* or *knew*)
14. It is just — o'clock. (*for* or *four*)
15. Did you see — new suits? (*their* or *there*)
16. The window — the desk is open. (*buy* or *by*)
17. Do you — Helen? (*no* or *know*)
18. Have you seen — spelling papers? (*our* or *are*)
19. — are no leaves on the vines. (*their* or *there*)
20. I did not — Mary play her piece. (*here* or *hear*)

124 A

Turn to lesson 90, and follow the directions given there.

125. ORAL WORK

Read the following story until you can tell it well. Study carefully the parts in italics.

**The Lark and the Farmer**

Once a lark *had built* a nest in a field of wheat and there raised a family of four little ones. *They were now almost ready to fly.* One morning when the mother lark was going out for something to eat, she said to the little larks, "The wheat is ready to be cut. The farmers may be here any day. We must move away before they come. Keep wide awake, and when I come home tell me everything that you *have seen and heard.*" The little larks *promised to do so,* and the mother flew away.

Soon the farmer and his son *came* to look at the field. "It is time this wheat was cut," the farmer said. "Go ask our neighbors to come to-morrow to help us."

When the old lark came home, the young ones told her what they had heard.

"*There is no hurry,*" she said. "If he waits for his neighbors, he will *have to wait* a long time."

The next day the mother went away again, *cautioning her little ones* to remember everything they *saw or heard.*

Again the farmer and his son *came.*

"The wheat is so ripe it must be cut at once," the farmer said. "If the neighbors will not help us, go ask all our relatives," and they went away.

The young larks told their mother again what *had happened* and *begged* her to take them away.

"Don't be in a hurry," said the mother. "If the farmer waits for his relatives, the wheat will not be cut to-morrow."

The third day she went out again, telling the little ones *to notice everything they saw or heard*.

The farmer and his son came as before.

"See how late in the day it is, and yet *nobody has come* to help us," said the farmer. "The grain is so ripe that it is falling down. We must come to-morrow and do it ourselves."

When the mother *came* home that day the little larks told her what they *had seen* and *heard*.

"Now it is time for us to go," she said. "When a man makes up his mind *to do a thing himself*, it is pretty sure to be done."

126. A REVIEW

Write the words that correctly fill the blanks. Choose from the group following each sentence. Number your words the same as the sentences are numbered.

1. Will you bring me — roses? (*two* or *too*)
2. It is easier to run — walk. (*than* or *then*)
3. Will he try the hill —? (*rode* or *road*)
4. — were ten children in the room. (*their* or *there*)
5. We tried — skates yesterday. (*are* or *our*)
6. Have you worked — examples? (*for* or *four*)

7. The wind blew — the cracks. (*through* or *threw*)
8. The children did — work by themselves. (*their* or *there*)
9. You were in — great a hurry. (*two* or *too*)
10. It was too late —. (*than* or *then*)
11. Where are — coats? (*are* or *our*)
12. The boy — himself down on the grass. (*through* or *threw*)
13. The man and the boy — the donkey. (*rode* or *road*)
14. I did the sewing — you. (*for* or *four*)
15. He did not go — to play. (*their* or *there*)
16. He was so tired, —, that he could not sing. (*two* or *too*)
17. We threw the ball — the fence. (*through* or *threw*)
18. He came home — dinner. (*for* or *four*)
19. Jack did seven more examples — I. (*than* or *then*)
20. — was nothing to do but swim across. (*their* or *there*)

126 A

<i>their</i> hats	came <i>then</i>	<i>two</i> boys
<i>there</i> are	<i>than</i> I	<i>too</i> much
long <i>road</i>	<i>for</i> me	<i>to</i> town
<i>rode</i> fast	<i>four</i> boys	



Write sentences using the expressions above;
as, *We saw their hats.*

127. A REVIEW

Copy these sentences, putting in commas, periods, and question marks wherever they belong.

1. He bought apples pears and oranges
2. She went to Chicago Illinois
3. Have you a new dress
4. His father gave the man ten dollars
5. His father gave him a knife a top and a pair of shoes
6. Would you like to visit Boston Massachusetts
7. I shall go there December 28 1916
8. I sent Cousin Jack marbles and books for the poor children

127 A

Read, noticing the difference in punctuation:

1. Apples and pears are good to eat.
2. Apples, peaches, and pears are good to eat.

How many fruits are spoken of in the first sentence? Are any commas used where two things are spoken of?

How many fruits are spoken of in the second sentence? Are commas used where more than two things are spoken of?

Copy the groups of words below in which commas are necessary. Put in the commas.

1. bread and butter
2. bread butter and jam

3. needles and thread
4. needles thread and thimbles
5. pencil paper and blotter
6. books and papers
7. knives forks and spoons
8. cups and saucers
9. chairs and desks
10. roses lilies pansies and tulips (How many commas?)
11. fingers and thumbs
12. cake candy nuts and fruit
13. pie and cake
14. Jack Tom and Dick
15. Jack and Dick.

128. COUNTRIES AND NATIONALITIES

Japan	Japanese
China	Chinese
Italy	Italians
Alaska	Eskimos
America	Americans

In the first column are the names of five countries. In the second column are the names of the people who live in these countries.

Study these names, two at a time, until you can write every one without the book. With what kind of letter does each name begin?

Copy the sentences on the opposite page, filling the blanks with the words above.

1. The people from China are called —.
2. The people from Japan are called —.
3. The people from Italy are called —.
4. Many — live in Alaska.
5. People who live in America are called —.
6. — and — are countries west of America.
7. My beads came from —.
8. Columbus found Indians living in —.



Write four sentences, using *Japan*, *America*, *China*, and *Italy*.

129. A REVIEW

Study the following sentences, writing them from memory, one by one:

1. Many Italians cross the ocean and land in New York every week.
2. Eight Japanese boys came to San Francisco to go to school.
3. We saw four Indians at the circus.
4. Yesterday we read about the games played by the Eskimo children in Alaska.
5. We study about Japan, China, and Italy in our geography.
6. I have four aunts and one cousin.
7. Do you know how the Japanese build their houses?

Write sentences, using *always*, *by*, *hear*, and *knew*.

Write sentences showing the use of *their* and *there*.

130. A STORY TO REPRODUCE

Read the following story carefully:

A Bear Story

Once, in the early days in California, a hunter was out in the woods near a river. He heard some people *shouting* on the *opposite* bank. Soon he saw a number of *Indians* come *running* down to the stream, jump into the water, and begin to swim *across*. The hunter *thought* that the Indians might be after him, so he hid behind a tree.

He heard a loud cry, and looking out from his *hid- ing* place he saw a bear *swimming* after the Indians. As he *watched* he saw that all were across but one woman who had a baby *strapped* on her back. Nearer and nearer came the bear. He was just within *reach* of the woman, when the hunter *stepped* out and fired. The ball hit the bear but he swam on. Again the hunter fired, and again the shot failed to kill the bear. But it *stopped* him long enough for the woman to reach the bank safely.

The angry bear came out of the water. *Instead* of *following* the Indian woman, he turned on the hunter, who quickly *climbed* a tree. The bear started at once for the tree, but the hunter took *careful* aim, and this time the bear fell over dead. With the help of the Indians the bear was soon *skinned*. That night all *joined* in a big feast of bear meat. The hunter kept the skin to *remind* him of the *narrow escape* of the Indian mother.

Learn to spell the words in italics.



Reproduce the story, telling in the first paragraph where the hunter was, what he heard, what he saw, what he thought, and what he did. Make at least four sentences.

Tell in the second paragraph how he looked out from his hiding place and saw the bear after the Indians. Tell about the Indian woman and what the hunter did to save her.

Tell in the third paragraph how the angry bear came out of the water and whom it followed; what the hunter did; and what the Indians did with the bear.

131. ORAL WORK

Has, have, and had are used with the following words. Read the list several times.

has <i>eaten</i>	has <i>lain</i>	have <i>done</i>
has <i>run</i>	has <i>won</i>	have <i>drunk</i>
has <i>come</i>	has <i>ridden</i>	have <i>brought</i>
has <i>seen</i>	has <i>rung</i>	have <i>gone</i>
has <i>done</i>	has <i>taken</i>	have <i>given</i>
has <i>drunk</i>	has <i>written</i>	have <i>sat</i>
has <i>brought</i>	have <i>eaten</i>	have <i>ridden</i>
has <i>gone</i>	have <i>seen</i>	have <i>lain</i>
has <i>given</i>	have <i>run</i>	have <i>won</i>
has <i>sat</i>	have <i>come</i>	have <i>written</i>

Make sentences, using five of the words in italics. Make a list of ten of the words in italics, writing *had* before each one.

132. A LETTER

This letter is one that Harry Brown, who lives in Boston, Massachusetts, wrote to his uncle, Henry Brown, in New Orleans, Louisiana.

We are pleased to hear that you are well again. Mother told us that you are coming to spend a week with us. I shall be glad when you get here. Please bring Cousin Jack with you.

Copy the letter, using the correct heading, salutation, and closing. Date it to-day.

Draw an envelope and address it properly.

132 A

Copy the following headings:

Boston, Massachusetts
September 1, 1914

Washington, District of Columbia
November 3, 1915

Chicago, Illinois
July 8, 1915

Look over your work. The first heading should have three capitals and two commas. Did you have it right?

The second should have four capitals and two commas. Is yours right?

The last should have three capitals and two commas. Did you have it right?

Copy again any heading in which you made a mistake.

Copy the following salutations:

Dear Mother, Dear Uncle Dick,
Dear Grandma, Dear Friend,

Look over your work to see if the capital letters and commas are in the right places.

Copy the following closings of letters:

Your loving daughter, Your loving niece,
Lovingly yours, Your friend,

Look over your work. Did you put a comma after every closing phrase? Did you begin the first word *only* of every closing with a capital letter? Correct all mistakes.

132 B

Write this letter to your cousin, Tom Brown, who lives in San Francisco, California. Head it in the place where you live. Write the proper salutation and closing. Draw an envelope and address it to him.

Mother and father are going to take me with them on a trip to New York. Father has to go now. Can you not come two weeks later? Then I will be home. I should be so sorry not to see you.

When you have finished, compare your work with lesson 118. Did you write the name of the place and the date first? Did you begin the salutation in the right place? Is the closing punctuated correctly?

133. A REVIEW

Write sentences of your own, using the words in italics:

1. We went *there* by the *new* road.
2. Did you *meet* Uncle John when you came *through* the woods?
3. *Here* are *two* books for your sister.
4. I *rode* the big black horse yesterday to see Grandpa Hall.
5. *Japanese*, *Chinese*, and *Italians* all joined in the games.
6. *Four* of *our* chickens flew over the fence into *their* back yard.
7. *Here* come my uncle and aunt.

Study the paragraph below, writing it from memory, sentence by sentence. After you have written it, correct all mistakes.



There were *two* blackbirds on the fence. I watched them for a long time. *One* had a red spot on each wing. The other was black all over. *There* was a large tree near the house. *Here* the *two* birds had *their* nests. *Some* day soon there will be baby blackbirds *there*.

134. THERE IS — THERE ARE

Fill the blanks on the opposite page with *there is* or *there are*. Write only the words. Do not copy the sentences, but number your words the same as the sentences are numbered.

1. — two horses near our house.
2. — many flowers in the field.
3. — no candy in the box.
4. — one man in the car.
5. — only a few roses in the garden.
6. In the tree — one bird.
7. In your book — many stories.
8. In the picture — one goat.
9. — three birds flying.
10. On the old apple tree — a few apples.

Fill the following blanks with *there was* or *there were*, writing only the words as you did before.

1. — a cake for the doll party.
2. — many dolls at the party.
3. — no one in the room.
4. — some books on the table.
5. In our garden — a great many snails.
6. — a nest in the oak tree.
7. — a cat on the fence.
8. In our school — some good boys.
9. In the box — a few pieces of candy.
10. — no one to help me.

Copy the following sentences, filling the blanks with *is there* or *are there*. Remember the question marks.

1. — one book on the table?
2. — many flowers in the field?
3. — some good stories in your book?
4. — any one in the house?



Fill the blanks with *was there* or *were there*.
Copy the sentences.

1. — no flowers for you?
2. — a pen on your desk?
3. — one good boy?
4. — any pretty pictures?

135. ORAL WORK

Be ready to tell the following story. Study carefully the words in italics so you will use them correctly.

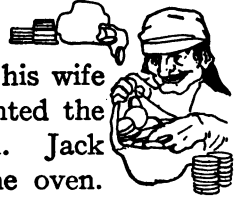


Jack and the Bean Stalk

A boy named Jack lived with his mother in a little red house. Once they were very rich, but a giant took away all their money. Then they *were* so poor they did *not have enough money* to buy anything to eat. *There was* nothing left to sell but the cow. One day Jack went to the city to sell her. He *sold* her to a man for some beans which he took home and planted in the yard. Early the next morning Jack went out. *He was surprised* to find that the beans had grown until they reached the sky. Jack wanted to see *where they went*, so up he climbed.

At the top of the bean stalk Jack *saw* a *large house* behind a white gate. It was the home of the giant. He opened the gate. *There was* the wife of the giant standing near by. She told Jack to run, for the giant would soon be home. He *ate* boys who *came* up the bean stalk. But Jack did not want to go down, so the good woman hid him in the oven.

Soon he heard the giant coming. Jack *lay* very still. In a little while he looked out and *saw* the giant eating his supper. He was very much afraid that the giant would find him.



After the giant had finished his supper, his wife brought out some sacks of gold. He counted the money *over and over*. Then all was still. Jack was not afraid now so he *came* out of the oven. *There sat* the giant fast asleep. Jack walked *quietly* over to the table. He put one sack of gold over his shoulder and *took another* in his hand. Then he started down the bean stalk. The giant woke and started after him, but Jack got down first. Then he cut down the bean stalk and *ran* into the house. His mother was very glad to see him alive. Jack showed her the sacks of gold *that once were hers*. Now Jack and his mother have plenty to eat.

136. A STORY TO REPRODUCE

-Study these words, three at a time, writing them from memory: *named, enough, anything, beans, planted, reached, climbed, giant, woman, oven, finished, afraid, quietly, supper, showed.*

Read again the story in your last lesson. Learn to write the title.

Write the story, using these suggestions:

In the first paragraph tell the boy's name and where he lived; that he and his mother once were rich; what happened to their money; how poor they were; how Jack went to sell

the cow; what he got for her; what he did with it; and what happened. (Be careful to make your sentences short, to begin every one with a capital letter, and to finish with a period.)

In the second paragraph tell what Jack saw at the top, whom he saw, what she told him; if Jack went down; where he hid; what he heard; and how he felt. (Be careful to begin the first sentence of each paragraph with a different word.)

Begin the third paragraph by telling what happened after the giant ate his supper; what he did; what Jack did as soon as the giant fell asleep; what happened then. (Make your sentences short. Do not tell more than two things in any one sentence.)

Read your story, looking carefully to see if your capital letters are right. Read it again. Does it sound like the story in the book? Could you make a better one if you tried again?

137. OWNERSHIP

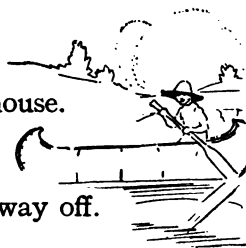
Read the sentences below carefully. Look at the words in italics. Notice the mark before the *s* in each word in italics.

1. *Mary's* hat is lost.
2. *John's* knife is broken.
3. The *girl's* doll is new.
4. The *boy's* kite is flying high.

In these sentences *Mary's* tells whose hat it is; *John's* tells whose knife it is; *girl's* tells whose doll it is; *boy's* tells whose kite it is. In every sentence one word shows **ownership**. That word is written with a mark, called an *apostrophe*, and an *s*. Learn to spell the word *apostrophe*.

Write the words in the following sentences that show ownership. Remember to put the apostrophe in the right place.

1. Did you see Harry's new boat?
2. We enjoy going to your sister's house.
3. Mary's doll is very large.
4. They knew the name of John's dog.
5. We saw Frank's dog coming a long way off.
6. Was Tom's knife very sharp?
7. We ate a piece of mother's cake.
8. Dr. Hall's horse ran fast.



Copy sentences 2, 6, 7, and 8. Look over your sentences, and correct your work.

138. OWNERSHIP

Copy the following sentences, filling the blanks with the words in italics. Add an apostrophe and *s* to make them show ownership.

1. — books are very pretty. (*John*)
2. The — books are lost. (*boy*)
3. — lesson is learned. (*Mary*)
4. The — lesson is learned. (*girl*)

5. — toys are here. (*Bobby*)
6. The — toys are here. (*baby*)
7. Mrs. — garden is very pretty. (*Brown*)
8. The — garden is very pretty. (*lady*)
9. The — feathers are yellow. (*bird*)
10. The — hair is black. (*horse*)

139. OWNERSHIP

Read the following sentences:

1. The girls are lost.
2. The girl's hat is here.

The second sentence shows that the hat is owned by the girl. Does any word in the first sentence show ownership? How do you make a word show ownership?

Write the numbers of the sentences below in which ownership is shown; as, 4. Write also the word in the sentence that shows ownership.

1. Did the boys come?
2. Where is the girl's hat?
3. I have seen Jack's dog.
4. Here is your friend's house.
5. The girls have my books.
6. We visited her father's farm.
7. Did you see my uncle's horse?
8. Where are your mother's glasses?
9. The rabbits have a new house.
10. The hen's nest is empty.

11. My father's garden is almost finished.
12. Are your friends leaving?
13. The dogs are in their new kennel.
14. The rabbit's little ones are very pretty.
15. There are no more chickens here.
16. She has gone to John's house.
17. When is baby's buggy coming?
18. I do not know why the girls went away.
19. My aunt's early life was spent in Chicago.
20. Shall we ask our mothers?

139 A

Read these groups of words. Notice that the words in the third column answer the questions in the first. Finish the third column. Add an apostrophe and *s* to the words in the second column to show ownership.

Whose dress?	girl	the girl's dress
Whose hat?	mother	mother's hat
Whose top?	boy	
Whose wagon?	John	
Whose house?	Mr. Brown	
Whose book?	my friend	
Whose baby?	Mrs. Hill	
Whose farm?	Uncle Dick	
Whose garden?	boy	
Whose pencil?	Mary	
Whose cart?	man	

An apostrophe and *s* are added to show ownership. Words that do not show ownership do

not have an apostrophe and s. Write the numbers of the following sentences where ownership is shown. Write also the words that show ownership.

1. I have not seen mother's new dress.
2. Have the girls been here?
3. The cow's hay is in the barn.
4. Uncle Dick's farm was sold.
5. There are three babies in our block.
6. Have you seen the gardens near our house?
7. My friend's book is not here.
8. We saw the baby's high-chair.
9. The fireman's wagon was overturned.
10. There are several pencils on the desk.
11. Her daughter's piano is quite new.
12. Was your father's house sold?
13. The man's barn burned yesterday.
14. We did not see our mothers at the party.

139 B

Copy the expressions that show ownership:

three cats	cow's hay
baby rabbits	old hens
father's house	duck's bill
rabbit's ears	donkey's ears
friend's farm	speckled hens
many friends	six boys
several rabbits	three squirrels
boy's top	hen's coop
girl's hat	baby's milk

daughter's fan	squirrel's nest
bird's feathers	tiny birds
white houses	friend's book
dog's tail	father's farms



Use the words in italics at the end of the sentences below to fill the blanks. Add an apostrophe and *s* to each word that must show ownership. Copy the sentences.

1. I have not seen the —— hat. (*girl*)
2. Have you seen the —— fan? (*lady*)
3. The two —— are eating hay. (*cow*)
4. Is your —— farm for sale? (*father*)
5. He has many —— in the city. (*friends*)

140. A REVIEW

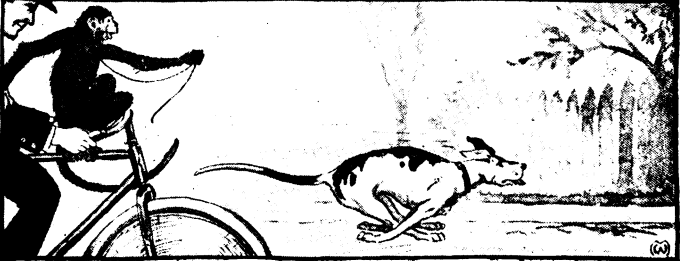
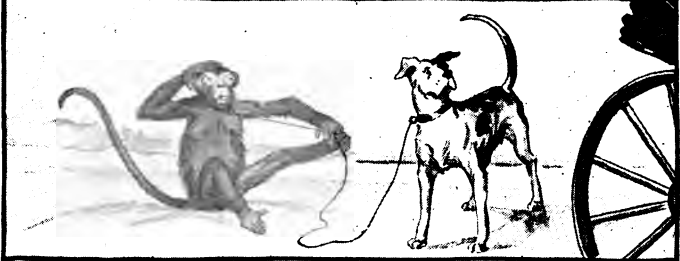
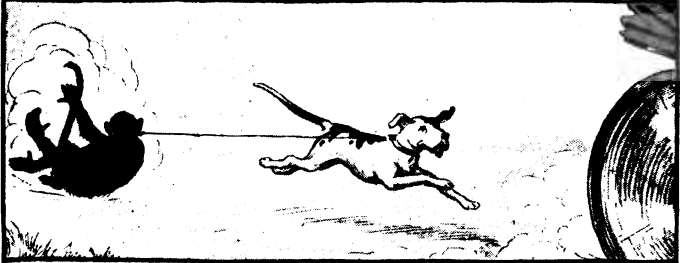
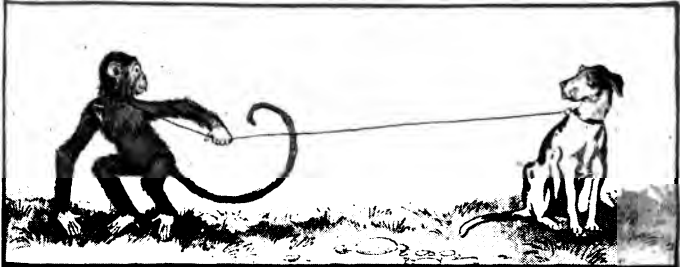
Write in a list all the words in the following sentences that show ownership.

1. Memorial Day will be here in seven days.
2. Mary's sister will be well by Thanksgiving Day.
3. The farms were sold last week.
4. Clara's sister is eleven years old.
5. The battle was won February 12, 1716.

Study these sentences, writing them from memory, one by one. Correct all errors. Be ready to write them from dictation.

141. A STORY TO TELL

Tell the story that the pictures on the next page tell you.



142. A LETTER TO ANSWER

Read the following letter:

Genoa, Italy

October 4, 1914

Dear Friend,

It is so warm and sunny that I can go to school without my shoes. My brother Tony is too small to go to school.

My father goes out to catch fish. Sometimes he catches many. When I am eight next year, he says I may go out with him.

Your friend,

Assunta

Assunta is a little boy living in a far-away country. Write him a letter. Make one paragraph about your school, your studies, and your play. Make a second about how your father earns a living. Assunta is not quite eight years old, so your sentences must be short.

143. CONTRACTIONS

Study these words, in groups of three, until you can write them without the book. The mark before the *t* in every word is called an *apostrophe*. It shows that a letter has been left out. Do you know what letter it is? The apostrophe must always be in the place of the missing letter. These words are **contractions**.

has n't	is n't	was n't	does n't
did n't	don't	would n't	have n't

Write sentences about the following:

John's pony

the boy's hat

Clara's sister

my uncle's house

the boy's lesson

my sister's dress

the soldier's gun

the squirrel's tail



144. CONTRACTIONS

Read the following questions and answers:

1. Did they go? They did n't go.
2. Has she a new dress? She has n't a new dress.

Write the answers to these questions using a contraction:

1. Does he sing well?
2. Did he play ball yesterday?
3. Has she a new dress?
4. Does he do his examples?
5. Have they come home?
6. Did they tell you about it?
7. Would you do it?
8. Is he coming soon?
9. Do they work quickly?
10. Is he running away?
11. Was he there?

144 A

Read these words:

has not

has n't

would not

would n't

did not

did n't

does not

does n't

is not

is n't

have not

have n't

do not

don't

was not

was n't

In the second and fourth columns are the short forms of the words in the first and third columns. Copy the words in the first and third columns. Study the words in the second and fourth columns until you can write them after the words you have copied, without the book. Write them. Open your book, and correct your work. Did you make any mistakes?

144 B

In the sentence below, the word in italics at the end fills the blank. It is the contraction of *has not*.

He ——— come. (*has n't*)

In the following sentences write the words that fill the blanks. They must be contractions of the words in italics at the close of the sentences.

1. He ——— go. (*would not*)
2. She ——— finished her work. (*has not*)
3. We ——— go yesterday. (*did not*)
4. I ——— in the room. (*was not*)
5. The workers ——— come. (*have not*)
6. The boys ——— play ball to-day. (*do not*)
7. If it ——— rain we shall go. (*does not*)
8. It ——— four o'clock. (*is not*)
9. ——— the apple good? (*was not*)
10. ——— they called? (*have not*)
11. ——— he hear well? (*does not*)
12. Tom ——— play with me. (*would not*)
13. I ——— there yesterday. (*was not*)

145. ORAL WORK

Be ready to tell this story. Use as many of the words in italics as you can.

The Wise Pig

In the country *there were two fields*. *There was just a fence* between them. One field was covered with trees. *There were* acorns and nuts on the ground. Corn grew in the other field. In the first field *there were* many pigs.

Now pigs like corn best of all. *There was* one pig who found a way to get it. He walked along the fence *until he found a hollow log*. One end of the log was in his field and the other in the cornfield. The pig crawled through the log and had a fine time eating corn.

The farmer *came* and put him out, but he could not see how the pig got in. The next day he *saw* the pig in the corn again. This time the farmer walked all around the field. He found the log, and turned it around. Now both ends were in the acorn field.

The pig went through the log then looked around, but found himself still in the acorn field. He crawled through again, but *came* out in the same field. He tried it *again and again*. At last he *gave* up and *went* away.



146. A REVIEW

1. Be ready to write from dictation the names of the days of the week; of the months of the year; the abbreviations of the months.

2. Be ready to write from dictation:

Chicago, Ill.	New Orleans, La.
Boston, Mass.	Washington, D.C.
3. Be ready to write from dictation:

Japan	Japanese	America	Americans
China	Chinese	Alaska	Eskimos
Italy	Italians		
4. Be ready to write from dictation:

Christmas	St. Valentine's Day
New Year's Day	Fourth of July
May Day	Thanksgiving Day
5. Be ready to write from dictation:

is n't	does n't	was n't
did n't	have n't	would n't
don't	has n't	
6. Be ready to write from dictation:

thirty-two	seventy-six
forty-three	eighty-seven
fifty-four	ninety-eight
eleven	sixteen
twelve	seventeen
thirteen	eighteen
fourteen	nineteen
fifteen	one hundred

146 A

Turn to lessons 15 and 47 and see if any mistakes were made in part I of the preceding lesson. Correct your work.

Turn to lesson 60 and see if any mistakes were made in part 2. Correct your work.

Turn to lesson 128 and see if any mistakes were made in part 3. Correct your work.

Turn to lesson 85 and see if any mistakes were made in part 4. Correct your work.

Turn to lesson 143 and see if any mistakes were made in part 5. Correct your work.

Turn to lessons 113 and 114 and see if any mistakes were made in part 6. Correct your work.

Study the words you have just corrected, three at a time, until you can write each group of three from memory.

147. TROUBLESOME WORDS

It is often difficult to write correctly this list of twelve words. Study them in groups of four until you can write each group without looking at your book. Then write the whole list from memory. Compare your list with the book and correct all mistakes.

summer	east	northeast
winter	west	northwest
o'clock	north	southeast
half-past	south	southwest

Study the sentences that follow, one by one, writing them from memory. Always correct your mistakes by comparing your work with the book. Notice that *summer* and *winter* are

written with small letters. Remember the apostrophe in *o'clock* and the hyphen in *half-past*. The words that tell direction are written with small letters, too.

1. In summer the sun rises as early as half-past four o'clock and sets as late as half-past seven o'clock.
2. John lives two miles north of town, while Mary lives two miles south.
3. It is not easy to tell east, west, north, or south on a dark night.
4. Alaska is northwest of California.
5. New Orleans is southwest of Boston.
6. Have you an uncle living east of San Francisco?

148. A STORY TO REPRODUCE

Read the following story carefully.

Piccola's Gift

In the sunny land of France there lived, many years ago, a dear little girl named Piccola. Piccola's father had died when she was a baby. Her mother was very poor and had to work all day in the *fields* for a little money. Little Piccola had no dolls or toys. She was *often* hungry and cold, but she was never sad or *lonely*. One year her mother was *ill* and could earn very little money. Piccola worked hard all the day long *knitting stockings* for *sale*.

Christmas was coming, and Piccola was *wondering*

what *Santa Claus* would bring her. Her mother told her not to look for *anything* but to be *thankful* this year if she had *enough* to eat. But Piccola did not believe that *Santa Claus* would forget her. On Christmas Eve she put her little *wooden* shoe down before the fire and went to bed. When morning came, Piccola awoke and ran to her shoe. There in the shoe lay a little bird *looking* up at her with its *two* bright eyes.



A pretty little *swallow* had *flown* down the *chimney* into the room. It had *crept* into the shoe to keep warm. Piccola fed and warmed the bird and *cared* for it all winter long. She taught it to take *crumbs* from her hands and lips and to sit on her *shoulder* while she was working. In the spring she *opened* the *window* for it to fly away. It lived near by all *summer*, and came often in the early *morning* to sing its *sweetest* song at her door.

Write the title of the story. Find, learn to spell, and write the name of a place. What holiday is spoken of in the story? Find a name in which an apostrophe is used, and learn to write it. Learn to spell the words in italics.

Can you find any expressions that you think help to make the story interesting?

Reproduce the story, following this outline:

Tell where the little girl lived, when she lived, and her name. Tell about her father and mother. Tell what the story says about her dolls and toys; about being cold and hungry;

about being sad and lonely. One year what happened to her mother. What did Piccola do?

In the second paragraph tell what holiday was coming and what Piccola was wondering. Say what her mother told her. Finish the paragraph by telling as well as you can what Piccola did on Christmas eve and morning.

In your third paragraph tell how the bird happened to be in the shoe and what Piccola did for it. What happened in the spring?

149. NAMES OF HOLIDAYS, AND REVIEW

Lincoln's Birthday	Hallowe'en
Washington's Birthday	Memorial Day

Study the words above until you can write them correctly from memory. Do not forget the capitals and the apostrophes.

Fill the blanks in the first four of the following sentences with the names of holidays. In the other sentences, the words at the end tell you what to do. Write only the word that fills a blank. Do not copy the sentences. Number your words the same as the sentences are numbered.

1. The twelfth of February is——.
2. —— comes on February twenty-second.
3. —— we make lanterns of pumpkins.
4. The children help to decorate the graves of the soldiers on——.

5. It is warmer in summer than in ——. (season)
6. Children should be in bed by eight ——. (time)
7. The Atlantic Ocean is — of Boston. (direction)
8. We would travel — from New York to reach San Francisco. (direction)
9. The Pacific Ocean is — of California. (direction)
10. The schoolhouse is — of my house. (direction)
11. Christmas comes in the ——. (season)
12. — comes in the month of May. (holiday)

149 A

Study the names of holidays in the list until you can write them without your book:

- | | |
|---------------------------|-------------------------|
| (1) Washington's Birthday | (5) Christmas |
| (2) Lincoln's Birthday | (6) New Year's |
| (3) Hallowe'en | (7) Thanksgiving |
| (4) Memorial Day | (8) St. Valentine's Day |

The blanks below are to be filled with the words given above. The number at the close of a sentence tells you which word to use. Write the word only, not the sentence.

1. There was no school ——. (4)
2. We go to grandfather's for ——. (7)
3. Did the postman bring you a letter ——. (8)
4. We sang "America" on ——. (2)

5. Where were you — Eve? (6)
6. Many people feel very sad on —. (4)
7. Our jack-o'-lanterns are all made for —. (3)
8. Will you spend — vacation with me? (5)
9. The school had a post office —. (8)
10. What did you do —? (3)
11. I went to New York on —. (1)
12. Mary invited me to dinner —. (7)

150. A LETTER TO ANSWER

Read this letter:

Detroit, Michigan
September 9, 1914

Dear Aunt Nellie,

Billy is one year old to-day. He weighs twenty-one pounds and is thirty inches tall. He has eight teeth and can eat dry toast and egg.

Grandpa gave him some rocking horses. He has such fun with them. He clucks to the horses, then tears along at a great speed. We fear that sometime he will tip over.

I am sending you his picture. Don't you think he has grown since you saw him?

Your loving niece,

Mary Jane

Write a letter to grandma telling about the baby in your family, or some baby you know. Be careful about your sentences. Make them short. Draw and address an envelope.



151. ORAL WORK

Read these sentences:

We *ate* our lunch. We *have eaten* our lunch.

They *saw* a parade. They *have seen* a parade.

What two words in the above sentences are used instead of *ate*? instead of *saw*?

In the following sentences use two words instead of each of the words in italics.

1. The boys *ate* the oranges.
2. They *saw* the boys playing.
3. Our school *won* the flag.
4. Mary *came* to school alone.
5. Our class *did* the most work.
6. The bells *rang* loudly for the Fourth of July.
7. The horses *drank* the water.
8. Mary *brought* me some candy.
9. The cows *lay* down in the shade.
10. The boys *rode* horseback to school.



In the following story use one word instead of the two words in italics:

Helping Mother

It is time for me to help mother. Mother gets dinner for papa. I do the work at the barn. The chickens *have eaten* all the corn. They *have drunk* all the water from the dish. I shall give them some fresh water to drink. The rabbits *have eaten* all the green leaves. The little kittens *have drunk* all the milk. I like to feed them all. They know that I always bring them something good.



152. A REVIEW

Study these sentences, then write sentences, using the words in italics:

1. The children ran *a long way* through the fields.
2. The wind blew *through the trees*.
3. The children *passed by* the house.
4. *A long time ago* people thought there were fairies.
5. There *was no meat* for dinner.
6. The children spent *a whole day* in the woods.
7. Yesterday we read *a new lesson*.
8. Did you see the two cars *meet*?
9. *John's* examples were *quite right*.
10. Do you *know* how the Eskimos build *their houses*?
11. *Two* cats quarreled about *a piece* of cheese.
12. Did you ever *hear* Melba sing?
13. It is not too warm *to play*.
14. In *summer* the days are longer than in *winter*.
15. The Atlantic Ocean is *east* of the United States.
16. Is the wind in the *northwest* to-night?



152 A

Study this list of words:

- | | |
|------------|------------|
| (1) a long | (6) winter |
| (2) whole | (7) summer |
| (3) piece | (8) east |
| (4) meat | (9) west |
| (5) meet | (10) north |

Copy the following sentences, filling the blanks. The number at the end of each sentence tells which word on the last page to use.

1. He walked — way from here. (1)
2. We will — at Helen's home at three o'clock. (5)
3. Where did you spend the —? (7)
4. You walk toward the — and I'll walk toward the —. (8 and 9)
5. The garden is — of here. (10)
6. Did you wish the — piece? (2)
7. Will you buy some — for dinner? (4)
8. My uncle spent the — in California. (6)
9. Each child may take one — of candy. (3)
10. In San Francisco there is no snow in —. (6)

153. COUNTRIES AND NATIONALITIES

Study, in groups of three, the words below, until you can write them without the book. Learn to write the whole list from memory.

England	English
France	French
Germany	German
Spain	Spanish
Scotland	Scotch

In the first column are the names of five countries. In the second are the names of the people who live in those countries. Study the names so you can write the name of a country and after it the name of the people who live there.

Read the following sentences, then write others, using the words in italics:

1. The children in *Germany* study very hard in school.
2. Many *French* and *English* people live in *America*.
3. We traveled through *Scotland* in an automobile.
4. An *English* girl is now queen of *Spain*.
5. Do you know many *Scotch* people?



153 A

Study again the words in lesson 153. Write the words that fill the blanks correctly, using the words in that lesson.

1. Americans speak —.
2. The little boy from France speaks —.
3. A native of Scotland is —.
4. The — war was a war with Spain.
5. I should like to visit —.
6. Did you read the letter from —?
7. My uncle is traveling in —.
8. The boys were dressed in — costume.

154. CONTRACTIONS

Study the contractions that follow:

cannot	can't	I am	I'm
will not	won't	I will	I'll
are not	aren't	it is	it's

Rewrite the sentences on the next page, using the words in italics in another form.

1. Many children in China *have not* been on dry land.
2. *Do they not* like to go through the park?
3. *I am not* going to England for eight months.
4. He *has not* had anything to eat since two o'clock.
5. *Will you not* buy some candy for the four little ones?
6. The little Eskimo boy *does not* hear very well.
7. We *are not* through studying about the Chinese and Japanese.
8. *I will* write you a letter next week.
9. *Cannot* Mary spell her words?
10. *I am* going to-morrow.
11. *It is* my turn to write.

155. ORAL WORK

Be ready to tell this story, pronouncing clearly the words in italics:

Two Brass Kettles

Once, a long time ago, in New England, a family *lived* in a big old house. One day the maid was left alone with the two little children. While the children *played* about on the floor the maid *polished* two big brass kettles. After finishing the work, she went into another room. There, looking in at the window, was an Indian.

"Oh, what shall I do?" she cried. "The children! The children!"

In an instant an idea came to her. She ran to the kitchen, *seized* the children, and had just *hidden*

them under the great brass kettles when the Indian *appeared* at the kitchen door. The children began to cry *loudly* and to move, kettles and all, *across* the kitchen floor.

The Indian was so *frightened* at the queer noise and at *seeing* the kettles walk by themselves that he *turned* and *ran*, leaving his gun *behind*.

The brass kettles were *kept* for many years, and everybody who came to the house saw them and was *told* the story of how they saved the children's lives.

156. A LETTER TO WRITE FROM DICTATION

Read carefully the following letter:

Rockland, Maine

August 4, 1912

Dear Father,

Thank you so much for letting me come here. I am *having* a *splendid* time.

Yesterday Uncle Harry *hitched* up Billy and Dick and took us down to the sea. While we were *eating*, a big wave came up, and how we did *scamper* away! If we had not almost *finished* our lunch, there would have been little to eat. *Nearly everything* was very wet.

When it is John's turn to come he will have a good time *picking* apples. The horses will be *through* with their work, too, so he and Frank can ride every day.

Your loving son,

Harry

Notice the new mark after one sentence. It is used to show sudden feeling and is called an **exclamation point**.

Study the words in italics, in groups of three. Study the letter, sentence by sentence, writing each sentence from memory. Correct your work after you have written each sentence.

Be ready to write the letter from dictation.

After dictation, open your book, and again correct your work.

157. A LETTER TO WRITE

Read the letter in your last lesson. How many paragraphs are in the letter? What does each paragraph tell about?

Imagine that you are one of the children in the picture on the opposite page, visiting with your Aunt Mary. Write a letter to father or mother, telling what you are doing.

Be careful to finish telling about one good time before you begin to tell about another. Make short sentences. After you have finished correct your work for capital letters and periods.

157 A

Write a letter to your mother about the picture your teacher will show you. Write two or three short paragraphs. Tell her whether or not you like the picture.



Visiting at Aunt Mary's

158. ORAL WORK

Read carefully the following sentences, noting the differences between the words in italics.

1. She *saw* a horse.
2. She *has seen* a horse.
3. She *ate* an apple.
4. She *has eaten* an apple.
5. He *ran* a race.
6. He *has run* a race.

In the second sentence above *has seen* is used instead of *saw*. In the fourth sentence *has eaten* is used instead of *ate*. In the sixth sentence what two words are used instead of *ran*?

In the following sentences use two words instead of the one in italics:

1. Mary *came* to school.
2. John *did* his work well.
3. The horse *drank* the water.
4. She *brought* in the water.
5. He *gave* her an apple.
6. Mamma *lay* down to rest.
7. Jack *won* the race.
8. He *rode* away.
9. She *went* to town.
10. Alice *took* my hat.

Read this paragraph, pronouncing clearly the words in italics:

There are three little girls *sitting* at the table. *They are having* a party. *There are* many good things to eat on the table. Near the table are some toys. *There are* three dolls, also. After supper the little girls *are going* to play again.

159. WRITING NUMBERS IN WORDS, AND REVIEW

one	first	eleventh
two	second	twelfth
three	third	twenty-first
four	fourth	thirty-second
five	fifth	forty-third
six	sixth	fifty-fourth
seven	seventh	sixty-fifth
eight	eighth	seventy-sixth
nine	ninth	eighty-seventh
ten	tenth	ninety-eighth

Study, in groups of three, the words in the second column above, until you can write the list, in order, from memory.

Be ready to write the words in the third column from dictation. Do not forget the hyphen.

Write sentences, using the following groups of words:

too hard	through the park
rode by	piece of meat
our school	hear the story

Write sentences, using the following words:

aunt's	Nell's
sister's	lady's

159 A

Make a correct list of all the words missed in lesson 159. Study the words again until you can write them from memory.

Write the words that fill the blanks correctly in the sentences given below. The figure at the end of a sentence tells you what number to write.

1. New Year's is the — day of the month. (1)
2. I sit in the — row. (3)
3. This is the — day of the week. (5)
4. My birthday is the — of September. (11)
5. My cousin's birthday party was the — of March. (23)
6. We shall go the — of December. (9)
7. His office is on the — floor. (8)
8. I can come the — of the month. (11)
9. The — sheep has been sheared. (98)
10. This is the — cup I have broken. (2)

159 B

Read these sentences carefully, then write other sentences, using correctly the words given in italics.

1. The day is *too warm* for pleasure.
2. She *rode by* in an automobile.
3. Do you know *our* teacher?
4. We walked *through* the garden.
5. My *piece* of cake was small.
6. I like to *hear* you tell a story.
7. Is your *aunt's* letter long?
8. My *sister's* dress is new.
9. Have you ridden *Nell's* bicycle?
10. The *lady's* purse was lost.

160. TIME OF DAY

9:30 a.m. 10:30 p.m. 8:05 a.m.

The letters a.m. and p.m. stand for *forenoon* and *afternoon*, and are called **abbreviations**.

The abbreviation for *forenoon* is a.m. The abbreviation for *afternoon* is p.m. Abbreviations are always followed by periods.

Notice the mark between 9 and 30. The time of day is sometimes written in words, as *nine-thirty in the morning*, *half-past two in the afternoon*, *eight-five in the forenoon*, *a quarter-past six*. Write out in full the following:

1:10 p.m. 2:03 a.m. 9:10 a.m.
1:45 p.m. 8:30 a.m. 6:05 p.m.

Write the following in figures:

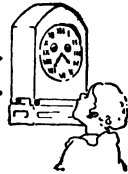
half-past ten in the morning
eight-thirty in the forenoon
fifteen minutes past six in the afternoon
four minutes past nine at night

Write the following in words:

4:30 a.m. 9 p.m. 12:15 a.m.

The blanks below are to be filled with some number. Write the word for that number. Do not copy the sentences.

1. This is the — day of the month.
2. I shall leave on the — train.
3. Our room is on the — floor.
4. To-day is the — of the week.



5. My birthday is the —— day of the month.
6. My mother's birthday is the —— day of the month.
7. Friday is the —— day of the week.
8. New Year's Day is the —— day of the year.
9. Christmas comes the —— day of December.
10. Hallowe'en will be the —— day of October.
11. The book is on the —— shelf.
12. Memorial Day is the —— day of May.
13. My friend will leave for home the —— day of December.

161. A PARAGRAPH TO WRITE

Have you ever been so ill that you had to stay in bed all day? What did you do to keep yourself happy? Did you have your playthings? What did you play?

Read the poem on the opposite page and find what playthings the little boy had. Find how he played with each one. What did he play he was?

Write one or two paragraphs about the little boy. Begin this way: *Once a little boy was sick in bed.* Be careful to use the words in italics correctly.

After you have finished your paragraph, read it carefully. How many sentences did you make? Were any of them more than a line long? Did you remember the capital letters, periods, and margin?

'The Land of Counterpane

When I was sick and *lay* a-bed
I had two pillows at my head,
And all my toys beside me *lay*
To keep me happy all the day.

And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bed-clothes, through the hills.

And sometimes sent my ships in fleets
All up and down among the sheets;
Or *brought* my trees and houses out,
And planted cities all about.

I was the giant great and still
That *sits* upon the pillow-hill,
And sees before him, dale and plain,
The pleasant Land of Counterpane.

ROBERT LOUIS STEVENSON

162. A REVIEW

Study the sentences below, one by one, then write them from memory. Correct your errors.

1. My sister's school closes at 2:15 p.m.
2. Church service begins at eleven o'clock.
3. I have n't seen Mary's brother since nine o'clock.
4. My father's alarm clock rings at 6:30 a.m.

5. The boy's playtime is from 3:30 p.m. to 5:30 p.m.
6. My Grandpa Hill rises every morning at a quarter past five.
7. Has n't John's book been there since half-past four this afternoon?

Find the commas in the following sentences.

Copy the sentences.

1. The boat will leave May 3, 1907, at 10:30 a.m.
2. John's cousin will be here Wednesday, September 3, 1914, at 4:30 p.m.

162 A

Here are three ways of writing the time of day:

9:30	nine-thirty	half-past nine
12	twelve	noon
10:05	ten-five	five minutes after ten
11:15	eleven-fifteen	a quarter past eleven

Write the following in two other ways:

8:30	6:03	half-past ten	seven-thirty
10	9:30	six o'clock	eight-forty

The abbreviation for *forenoon* is a.m.

The abbreviation for *afternoon* is p.m.

Half-past eight in the forenoon is sometimes written 8:30 a.m., and *half-past four in the afternoon*, 4:30 p.m.

Use figures and abbreviations to write:

half-past four in the afternoon

half-past six in the forenoon

162 B

The blanks below are to be filled with the figures and abbreviations that express the time of day. Do not copy the sentences:

1. School begins at —.
2. School closes at —.
3. We go to Sunday school at —.
4. My grandfather came at —.

In the following sentences express the time in *words*:

1. I shall leave for Chicago on the — train.
2. Will he be ready by —?
3. Let us meet at Helen's house at —.
4. The — train was an hour late.

Copy the following sentences:

1. Mother rises every morning at half-past six.
2. Baby goes to sleep in the morning at ten o'clock and wakens at half-past eleven.
3. The boy's playtime is from 3:30 p.m. to 5 p.m.
4. John's book has lain there since six o'clock.

163. HOLIDAYS

Study the names of these holidays:

New Year's Day	Fourth of July
St. Valentine's Day	Lincoln's Birthday
Easter Sunday	Hallowe'en
May Day	Thanksgiving
Memorial Day	Christmas

Copy the list of holidays on the last page. Write after each one the month in which it comes; if you know the day of the month, write that.

Fill the blanks below with the correct forms of the words following the sentences. Remember that some of the words show ownership.

1. — new dog is black and white. (*John*)
2. Did you see the — toys? (*baby*)
3. The — collar was lost yesterday. (*dog*)
4. The — letter came from Scotland. (*man*)
5. My — party will be on St. Valentine's Day at half-past four o'clock. (*sister*)
6. Could the — be found? (*lady*)
7. Here is my — pony. (*cousin*)

Write the names of five countries, and after them the names of the people who live there.

Be ready to write this lesson from dictation.

163 A

Make a correct list of the names of the holidays you misspelled in lesson 163. Turn to lesson 153. Write the names of the countries and their people. Study these words in groups of three until you can write them from memory.

Copy the following sentences, using the name of a holiday to fill the blank.

1. We had a flag drill —.
2. The first day of every year is —.
3. The soldiers put flowers on the graves —.

4. Turkey is good for — dinner.
5. I shall buy a purse for mother's — gift.
6. Last — our gate was taken away.

163 B

These sentences show ownership:

John's hat is here. *The baby's toy* is lost.

These sentences do not show ownership:

The *hats* are here. The *babies* are crying.

Read these sentences, and make a list of the words showing ownership:

1. The dog's tail was hurt.
2. My friend's brother came.
3. Sister's party was a happy one.
4. My cousin's house is white.
5. The teacher's desk is new.
6. His son's lessons were hard.
7. That cow's milk is rich.

Copy the sentences where ownership is shown, drawing lines under the words showing ownership.

1. Has the child's mother come?
2. Where are the children?
3. Are the boys here?
4. I have the girl's hat.
5. We saw the lady's mother.
6. The girls are here.
7. My cousin's book is new.
8. Have you spoken to the ladies?
9. The cats caught three mice.
10. Have you seen the bird's nest?

164. A REVIEW

Write the words that fill the blanks. The words you write must have the same numbers as the sentences.



1. — are two horses in the barn. (*their* or *there*)
2. Here is a package — you to carry. (*for* or *four*)
3. Elizabeth did not — her grandmother call.
(*here* or *hear*)
4. Has — mail come? (*our* or *are*)
5. I did not — the man. (*know* or *no*)
6. Can I — bread here? (*buy* or *by*)
7. We have not seen — farm. (*their* or *there*)
8. I should like to stay — longer. (*here* or *hear*)
9. These — the pictures. (*our* or *are*)
10. We do not know where — are any nuts.
(*their* or *there*)
11. She had — hat to wear. (*no* or *know*)
12. This is the boy who —. (*new* or *knew*)
13. Your coat is hanging — the door. (*buy* or *by*)
14. Did you see our — friends? (*for* or *four*)
15. — one knows who did it. (*no* or *know*)
16. I have not taken — names. (*their* or *there*)
17. Oh! — they come. (*here* or *hear*)
18. This is not a — one. (*new* or *knew*)
19. Did you — your dress or make it? (*buy* or *by*)
20. Do you know if — are any more? (*their* or *there*)
21. This is the place — your hat. (*for* or *four*)
22. Did you — the sweet music? (*here* or *hear*)
23. —, I did not hear it. (*no* or *know*)
24. She — about the accident. (*new* or *knew*)

165. A REVIEW

Write the words that fill the blanks. They must have the same numbers as the sentences.

1. Did the — tramps stop here? (*two, too, or to*)
2. We — the papers away. (*through or threw*)
3. Would you rather play — sing? (*than or then*)
4. The — to town is long. (*rode or road*)
5. Are these — kittens? (*their or there*)
6. I have — rabbits. (*for or four*)
7. — the squirrels tame? (*our or are*)
8. Mary played — hard yesterday. (*two or too*)
9. — are many fish in the river. (*their or there*)
10. — the fox was caught. (*than or then*)
11. Did you see — flowers? (*our or are*)
12. She walked — school. (*too or to*)
13. Where are — skates? (*their or there*)
14. John ran — the grass. (*through or threw*)
15. We bought this — mother. (*for or four*)
16. Is it — o'clock? (*two or too*)
17. We — on horses all the way. (*rode or road*)
18. I am taller — you. (*than or then*)

165 A

Write sentences using these expressions:

two boys	rode away
too little	there are
than he	for mother
then	long road
our school	through the garden
their marbles	they are
four apples	threw it away

166. OWNERSHIP

Some of the sentences below contain words that show ownership and others do not. Use the correct forms of the words found after the sentences to fill the blanks. If ownership is shown, add an apostrophe and *s*. If ownership is not shown, add only *s*.

1. Did you bring — doll? (*baby*)
2. I have your — card. (*friend*)
3. — kite broke away. (*John*)
4. There are two — here. (*boy*)
5. I am to be — helper to-day. (*mother*)
6. There are many — on my uncle's ranch.
(*cat*)
7. Is this your — hat? (*father*)
8. Did a herd of — pass by? (*cow*)
9. I have a few little —. (*rabbit*)
10. Shall I get the — dinner ready? (*dog*)
11. The woman has two —. (*daughter*)
12. Did your — come? (*cousin*)
13. A — work is worth \$3 a day. (*man*)
14. The — hat was covered with flowers.
(*lady*)
15. The — nest in our tree fell down. (*bird*)
16. I raised some little — for sale. (*chicken*)
17. Did you see — new horse? (*Mr. Brown*)

166 A

Turn to lesson 137, and follow the directions given there.

ords
Use
the
is
er-



Tell the story of Santa Claus' visit



167. CONTRACTIONS

Write in another way:

- | | |
|--------------|----------------|
| (1) did not | (8) have not |
| (2) cannot | (9) could not |
| (3) has not | (10) is not |
| (4) I am | (11) was not |
| (5) will not | (12) would not |
| (6) are not | (13) does not |
| (7) do not | (14) I will |

Copy the sentences below, filling the blanks. The figures at the end of the sentences tell you which of the above words to use. Write the short form.

1. He — going to-day. (10)
2. — they like to sing? (7)
3. The girl — her book yet. (3)
4. She — to blame. (11)
5. — ten years old. (4)
6. — you work a little harder? (9)
7. The trees — a single leaf. (8)
8. I — mean to hurt you. (1)
9. — the boy do the example? (2)
10. — you help me plant the wheat? (5)
11. We — hidden yet. (6)
12. — the man sell the cow? (12)

Write the words that fill the blanks below:

1. — he like it? (13)
2. — promise to come next week. (14)
3. Our dresses — finished. (6)
4. — still in Chicago. (4)

167 A

Write sentences, using the following contractions. Draw a line under the contraction. Make four of your sentences questions.

don't	I'm	has n't	have n't
is n't	are n't	was n't	could n't
can't	does n't	did n't	would n't

Now look at your sentences. Have you four questions with a question mark after each?

Look at every contraction. Is each correctly spelled, with the apostrophe rightly placed?

168. A REVIEW

Read these sentences one by one. Decide whether there should be a period or a question mark at the end of each. Write the sentences, placing after each the correct mark.

1. This is my birthday
2. When will you come
3. Did you have a pleasant time
4. The leaves are falling from the trees
5. When will cherries be ripe
6. Has Jack a pony
7. My dress is torn
8. Don't the flowers look pretty
9. Won't you help me
10. To-morrow we shall leave for Chicago.
11. Are you going Wednesday
12. Have n't you heard from them

168 A

Follow the directions given in lesson 120A.

169. ORAL WORK

Be ready to tell this story. The use of the parts in italics will help to make your hearers see what happened.

The Foolish Weather Vane

Once upon a time the people *in a little town near the sea* put a weather vane on the top of a high steeple to tell the *direction of the wind*. Many fishermen lived in this town. *If the weather vane pointed west*, the fishermen went out to sea, for they *knew* the weather would be fine and they *could fish in safety*. But if it pointed east, the men stayed at home to mend their nets, for the east wind was *certain to bring a storm*.



For a long time the weather vane pointed east or west, *just as the wind told it to do*. The fishermen depended upon it, every morning looking up toward the steeple as soon as they were dressed. One day the weather vane *grew tired* of doing as it was told. When the wind *came by and whispered*, "Point west, point west. It is fair to-day," it refused to turn. "Why should I always do as you say?" it asked.

When the fishermen looked at the weather vane that morning *they were puzzled*. "Surely this is a west wind," they said, "and *there are no clouds in the sky*. But our weather vane points east and it has never failed us, so we shall stay at

home to-day." All that day the wind and the sea were still.

The next morning the weather vane pointed west. The fishermen were not so sure now. Yesterday it had pointed east and the day was fair. Some of them, however, still trusted the weather vane and put out to sea. Others looked at the waving trees and flying clouds, and stayed on land.

Before long a great storm arose. Many of the boats that went out were capsized. Others were dashed to pieces on the rocks.

When the foolish weather vane saw what trouble it had made it was very sorry. But it was too late. The people pulled it down and put up a new one in its place.

170. A LETTER

Read this letter:

Columbus, Ohio

September 6, 1914

Dear Cousin Alice,

Yesterday afternoon six of the girls came to our house. We played school under the apple tree in the back yard. Each girl brought some paper and a pencil. Mary is in the fifth grade, so she was the teacher.

First we had a spelling match. Hattie laughed and was sent to her seat. Very soon we were all in our seats, for the words were too hard.

After this we sang. Each girl chose the song she liked best. I chose "Baby's Boat."

We had just finished singing when my brother came home. He teased us so that we had to play it was time to close school. Mary tapped on a can for us to march out. Next week we are going to Helen's house to play school. She has no brother.



Your loving cousin,

Elsie

Play that you are Cousin Alice, and write an answer to Elsie's letter. Tell her how glad you were to get her letter. Play that you read it to your mother, and that she enjoyed it, too.

Tell her about some game that you have played after school. Think just what you did first, and write it in good short sentences. Think what you did next, and tell it.

Draw an envelope and address it.

Perhaps you have played school in a little different way. If you have done so, tell about it. Be careful to tell about one thing in each paragraph and to make your sentences short.

171. A REVIEW

Copy the following sentences. Be careful to put in the commas and periods as they are here.

1. Our Japanese gardener has been working for us since January 1, 1912.
2. This is the first time I have seen you since the fifth of December.

3. Scotch, English, and American children were in one room.
4. We shall leave on the 8:30 train in the morning.
5. My father's office is on the twelfth floor.

Write other sentences, using *third*, *eighth*, *half-past*, and *10:20 p.m.*

172. A REVIEW

Copy the dates in the following sentences. Notice that the year is omitted.

1. Mary left on January 3, in the morning.
2. School will begin September 8 and close December 4.
3. Father came back from his old home in Scotland on August 30, at three o'clock.
4. Last year, Easter Sunday came March 28.
5. I left for Italy, February 3, and arrived in Rome, February 17.

Fill the blanks below with dates, omitting the year. Write the dates only. The dates you write must have the same numbers as the sentences.

1. Is — too late for rain?
2. *Where* will you be —?
3. I shall start — if the weather is good.
4. The boat was last seen —.
5. I received a note from Mary —.
6. She was in Boston —, but she left —.
7. If — comes on Saturday I can go.
8. The boat sails for England —.

172 A

Learn to write the following dates:

January 1

May 30

February 22

December 25

July 4

The above are dates of well-known holidays. Copy them, then copy the sentences below, filling the blanks with the dates.

1. New Year's day is on —.
2. — is Washington's Birthday.
3. We do not go to school —, for it is a holiday.
4. Christmas always comes —, but Thanksgiving comes the last Thursday in November.
5. What did you do —?

173. ORAL WORK

Study the following questions and answers until you can close your book and give the answers from memory:

1. Where is your mother? She is *lying* down to rest.
2. Where is your coat? It is *lying* on the bench.
3. Where did you put your books? I *laid* them on the shelf.
4. What did he say to the dog? *Lie* down, Fido.
5. How long has your coat lain on the bench? *It has lain* there since yesterday.

Answer the following questions, using *lying*, *laid*, *lie*, or *lain*:



1. Where did you put your hat?
2. Where is your doll?
3. What did you tell the baby to do?
4. What did the clerk do with the cloth?
5. Where has your coat lain so long?

Learn to answer the questions below:

1. Where does baby sit? He sits in his high-chair.
2. Where did you set the dishes? I set the dishes on the table.
3. In which row does Frank sit? Frank sits in the first row.
4. Where did you set your cup? I set the cup on the shelf.
5. Who sat there Monday? Tom sat there Monday.

Choose the right words to fill the blanks in the following sentences:

1. My mother is (*laying* or *lying*) down.
2. Baby (*lay* or *laid*) asleep on the floor.
3. She (*lay* or *laid*) her clothes carefully away.
4. The man (*set* or *sat*) the hoe against the tree.
5. The tree has (*lain* or *laid*) there for a hundred years.
6. John (*set* or *sat*) by me.
7. "(*Lie* or *lay*) low," said the rabbit to her little one.
8. I (*lay* or *laid*) my book on the table.
9. I (*set* or *sat*) the vase in the parlor.
10. John (*sat* or *set*) under a tree.

174. A LETTER TO WRITE

Denver, Colorado

September 16, 1914

Dear Miss Hill,

Let me tell you what I did before supper time last night. *When I* came home from school my little dog met me at the door, so I played with him for a while. He is white, with a few brown spots, and very pretty.

Then I went to see my two pigeons, but they had flown away. We kept them in a house that papa built just for them.

After that I sewed for my dolls. I am making them dresses, skirts, and hats. The dolls are in my playhouse. When I sew for them I always dress up in a long skirt and play that I am a lady.



It was not long until mamma called me to take care of baby brother. He is a very *cunning* baby, so I enjoyed playing with him until supper time.

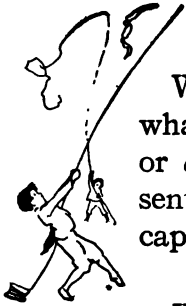
Your pupil,

Edna Hall

The letter you have just read is the one Edna wrote her teacher, telling her what she did after school until supper time. How many different things did Edna do? Each thing is named in a paragraph by itself. Notice that it takes at least two sentences to tell about the thing she did. Notice, too, that *then* is used only once.

Here are some of the words you can use instead of *then*:

first	after a little while
after this	it was not long before
by this time	just before supper



Write a letter to your teacher, telling her what you did after school. Do not use *then* or *and* often. Be very careful to make your sentences short and to begin each one with a capital letter.

175. A REVIEW

Write in a sentence the names of three persons.

Write in a sentence the names of two streets.

Write a sentence telling on what day, and at what time of day, Mrs. Jones will go to Oakland.

Write a sentence containing the name of a holiday and of a month of the year.

Write a sentence telling what time in the morning Dr. Jones goes to work.

Tell what holiday comes next, and give the date. Omit the year.

On what holiday do we decorate the graves?

Tell in one sentence the name of the city you live in, or near, and the name of the state.

Tell in one sentence the city and state in which you were born, and the date of your birth.

Write a question containing the time of day.

Write a question containing a date, omitting the year.

Write a sentence giving the names of three countries.

Make these words show ownership: *lady*, *sister*, *baby*, *doll*, and *friend*.

Write sentences showing the use of *no*, *know*, *hear*, *here*, *buy*, and *by*.



176. A REVIEW

Copy the following sentences, filling the blanks. The words at the end tell you what to write.

1. I like to visit ——. (person)
2. Henry lives on ——. (street)
3. Mrs. Jones will go to Oakland ——. (day and date)
4. —— comes in the month of ——. (holiday and month)
5. Dr. Jones goes to work at ——. (time)
6. The soldiers decorate the graves on ——. (holiday)
7. I live in ——. (city and state)
8. It is now ——. (time of day)
9. Father will leave —— for his trip to Japan. (month and day)
10. I should like to visit ——, ——, and ——. (countries)
11. The —— hat is new. (*lady's* or *ladies*)
12. My —— will visit school to-day. (*sister's* or *sisters*)

13. The —— bottle is broken. (*baby's* or *babies*)
14. I received three —— for Christmas. (*doll's* or *dolls*)
15. My —— farm is near Chicago. (*friend's* or *friends*)
16. Have you —— pen? (*no* or *know*)
17. Did you —— the bell? (*hear* or *here*)
18. We will —— the flag to-night. (*buy* or *by*)
19. I do not —— my lesson. (*no* or *know*)
20. Cousin Jack will be —— to-night. (*hear* or *here*)
21. The box is —— my book. (*buy* or *by*)

177. ALL READY — ALREADY

Study the following sentences:

1. John had *already* gone when the bell rang.
2. He was *all ready* to go when I came.

Fill the blanks below with *all ready* or *already*.
If you are not sure which one to choose, read again the sentences at the beginning of the lesson.

1. The dog had —— taken the baby from the water.
2. Is he here ——?
3. The children were —— for the picnic when we called.
4. The baby had —— picked the flowers when we spoke.
5. Are you —— to go?

Write a sentence using *all ready*.

Write a sentence using *already*.

Write a sentence using *passed by*.

178. ALONG — A LONG

Study the following sentences:

1. He came *along* the road.
2. She saw me *a long way* off.

Fill the blanks below with *along* or *a long*.

Use the sentences at the beginning to help you choose which form to use.

1. He walked — the street.
2. The man rode — the ditch.
3. My cousin lives — way from here.
4. The lady wore — veil.
5. Will you come — with me?
6. The children walked — slowly.

Write sentences, using *along*, *a long*, *all ready*, *already*, and *all right*.

179. A PARAGRAPH TO WRITE

Read the following paragraph:

One morning Louise rose at six o'clock. She went into the garden and picked some flowers. At seven o'clock she went into the house and ate breakfast. At nine o'clock she and her mother started for Michigan City. They took the 9:40 boat. It was half-past ten when they arrived. At five o'clock they returned to Chicago. As she was very tired, Louise went to bed at eight o'clock.

Using the paragraph above as a model, write a paragraph of your own, telling several things you did and the time you did them.

Read this paragraph:

Anna and Mary have come from Dallas, Texas, to visit their cousin in San Francisco, California. They are to make her a long visit. While they are here Clara is to show them the city. One day they are going to Golden Gate Park on a picnic. The next day they will cross San Francisco Bay and spend the day in Berkeley. Monday, May 24, they will go to the beach. After the girls leave San Francisco they will visit Portland, Oregon, for two weeks.

Write a paragraph like the one above, using the names of places you know, dates, and time of day. Make your paragraph interesting.

180. A LETTER TO WRITE

Topeka, Kansas

February 12, 1912

Dear Harry,

To-day is Lincoln's Birthday. We did not have any lessons this afternoon, but we had songs and stories instead. Some of the old soldiers who fought in the war were here. One of them told us the story of what he did in the war. Another one told us how Lincoln went to the hospitals. He talked so kindly to the wounded soldiers that they all loved him.

We sang *America* and the *Star Spangled Banner*. Our teacher read a story about Lincoln and a dying soldier. It was so sad we nearly cried.

Your friend,

Paul

Pretend that Paul's letter is to you. Write an answer, telling how much you enjoyed his interesting letter. Then write him of some day that you have spent pleasantly at school.

Perhaps it was Memorial Day, Washington's Birthday, St. Valentine's Day, or the last day of school. Maybe your school had a picnic or a nature-study trip. Make your letter interesting by telling about one thing at a time in short, clear sentences.

Read over your letter and correct your errors.
Draw an envelope and address it to Paul.

181. ORAL WORK

Study the following sentences, noticing the words that are changed in each sentence:

1. A boy *likes* to read.
2. Boys *like* to read.
3. A dog *lies* down.
4. Dogs *lie* down to sleep.
5. A boy *comes* to school.
6. Boys *come* to school.
7. A girl *works* hard in school.
8. Girls *work* hard in school.
9. He *tries* to be good.
10. They *try* to be good.
11. Baby *plays* all day.
12. Babies *play* all day.
13. A cat *drinks* milk.
14. Cats *drink* milk.

Read these sentences, then change them to tell of more than one as in the last exercise.

- | | |
|----------------------|-------------------------------|
| 1. A dog barks. | 6. A boat sails on the river. |
| 2. A cat mews. | 7. A fish swims. |
| 3. A horse neighs. | 8. A frog jumps. |
| 4. A baby cries. | 9. A bear growls. |
| 5. A cow gives milk. | 10. A good boy works hard. |

Begin with *The boy* in the second list and see how many sentences you can make from the first list. Use all the words in the second list in the same way.

FIRST LIST

like to eat
likes to eat
go to the city
goes to the city
see the game
sees the game
eat apples
eats apples
buy candy
buys candy
play games
plays games

begin to sing
begins to sing
carry books
carries books
catch fish
catches fish
fall down
falls down
sing a song
sings a song
help the poor
helps the poor

SECOND LIST

The boy
Boys
The lady
Men

Ladies
A girl
He
They

A man
She
Woman
Girls

182. A REVIEW

Copy the following paragraphs, filling the blanks with *too*, *two*, or *to*:

There are many times when our boys come home at half-past three o'clock — tired — do any home work. They play — hard during the day and do not stop often enough — rest. Now mother has them rest for — hours and do their work after supper.

— schoolboys went — the swimming pool every Saturday afternoon at — o'clock — swim. They took an old shirt, a pair of trousers, and a rubber cap — wear as a bathing suit. Then they swam, dived, jumped, and played a long time in the water. When they were — tired — swim any longer they went home.

Study the following sentences, selecting the word in italics that tells a *number*, the one that means *more than enough*, the one that means *also*.

1. He ate *too* much.
2. She has *two* brothers.
3. Shall we take this one, *too*?

Write a sentence using *too*, meaning also.

Write a sentence using *two*, meaning a number.

Write a sentence using *too*, meaning more than enough.

Write sentences showing the difference in use between *through* and *threw*, *for* and *four*, *are* and *our*.

182 A

For study:

1. I do not need *two* pencils. (*Two*, meaning number.)
2. Is this *too* much for her? (*Too*, meaning more than enough.)
3. May I go, *too*? (*Too*, meaning also.)

The blanks in the following sentences are to be filled with *two* or *too*. Write the word only. Read the sentences above to help you choose the right word.

1. May I go, —?
2. Here are — pens.
3. Will you help me, —?
4. I ate — much candy.
5. You may go at — o'clock.
6. There were — girls late.
7. Was he — late for dinner?
8. I did not like to write — much.
9. Will you be there by — o'clock?
10. Baby may go, —.
11. There are — many flowers for one day.
12. John, —, was on time.
13. May I go, —?
14. He paid — much for the whistle.

Write a sentence using *two*.

Write a sentence using *too*, meaning also.

Write a sentence using *too*, meaning more than enough.

183. A REVIEW

Write the abbreviations for the names of the months.

Write the abbreviations for:

Massachusetts	California
Illinois	New York
District of Columbia	Louisiana

Write the name of a doctor. Write your teacher's name. Write your father's name as you would put it on an envelope. Write your mother's name as you would put it on an envelope. Write your aunt's name as you would speak to her.

Write the names of three countries.

Write the date of Independence Day, omitting the year.

Write the date of next Independence Day, giving the year.

Write the words for 12, 19, and 28.

183 A

Turn to lesson 47 and make a list of the abbreviations for months.

Turn to lesson 60 and write the abbreviations for the names of the states.

Turn to lesson 41 and write the names there.

Turn to lesson 48 and write the dates.

Study the list you have written until you can write it correctly.

184. A REVIEW

Fill the blanks in the sentences given below with the words that follow. Write the words only. The number at the end of a sentence tells you from which group to choose.

- | | | |
|---------------|----------|------------|
| (1) all ready | (3) east | (4) summer |
| already | west | winter |
| (2) along | north | spring |
| a long | south | |

1. We walked two blocks —, then turned to the left. (3)
2. We walked — a beautiful river. (2)
3. Next — I shall be ten years old. (4)
4. The window was — broken. (1)
5. Shall you take — vacation? (2)
6. I like the — best of all. (4)
7. The dresses were — to wear. (1)
8. I live — of here. (3)
9. If you had not — finished I would help you. (1)
10. Bring me — branch of a maple tree. (2)
11. Buds open in the —. (4)
12. Will you walk — the railroad track? (2)

Write sentences using these words: *already*, *along*, and *summer*.

184 A

Model sentences:

1. The girls were *all ready* and waiting.
2. The work was *already* done when we arrived.

Using the sentences at the beginning of this lesson as models, write other short sentences, using *all ready* and *already*.

Model sentences:

1. She waited *a long* time for the train.
2. She walked quickly *along* the street.

Using the above sentences as models, write sentences, using *along* and *a long*.

Model sentences:

1. There are mountains *east* of us.
2. There is a river *west* of us.
3. To the *north* there are trees.
4. To the *south* there is a meadow.

Write short sentences using *east*, *west*, *north*, and *south* as directions.

Read the following sentence carefully:

The seasons in New York are *spring*, *summer*, *autumn*, and *winter*.

Write other short sentences, using the words in italics in the sentence above.

185. ORAL WORK

Read the following sentences aloud several times:

1. The *child* sees his mother.
2. The *children* run down hill.
3. *We* come to school every day.
4. The *bird* drinks from the fountain.
5. The *fox* runs very fast.



6. The *carpenter* does his work well.
7. The *cook* rings the dinner bell.
8. *Kitty* lies in the sun.
9. The *man* lays the carpet well.
10. *Children* eat bread and milk.
11. *We* sing "America" each day.
12. The *girl* sets the table for mother.
13. The *woman* rises at six o'clock.
14. *Baby* sits in the high-chair.
15. The *knife* was made in England.

If the word in italics in a sentence above means one, change it to a word meaning more than one. Make all other changes necessary. If the word in italics means more than one, change it to mean one. What other changes are necessary?

Change the sentences again, making them tell of past time; as, *The child saw his mother.*

Change them once more, using *have* or *has*; as, *The child has seen his mother.*

186. A LETTER TO ANSWER

Read the following letter carefully:

Sitka, Alaska

December 1, 1912

Dear Friend,

It is so dark here in *winter* that we have the lamps *lighted* nearly all day. There is just a little daylight.

I am ten years old, and am in the *fourth* grade. Next *summer* I am going to *Seattle, Washington*, to school.

When the *steamer* comes up the bay all the dogs *howl*. They make almost as much *noise* as the *whistles*. We hear the *echoes* many times.

I can row a boat on the bay, but I have no pony to ride.

Very truly,

Charles Norton

Answer Charles's letter.

Tell him how you would like to live in a country that is dark in winter. What games do you suppose he could play? Do you think the children go to school there in winter, when it is dark? If you would like to know, ask him some questions about it. Tell him about summer and winter in the place you live. Tell him how old you are and what grade you are in, and the work at school you do best. Tell him the thing you like best about the place where you live. Tell him the sport you like best away from school.



Draw an envelope and address it to Charles.

187. DICTATION

Be ready to write the letter in lesson 186 from dictation. To get ready for this, write the heading, salutation, and closing. Learn to spell *Sitka* and *Alaska*. Study the words in italics

until you can write them from memory. Copy the sentences in which commas are found. How many paragraphs are there? Find what each paragraph tells about, so you will be able to remember when to begin a new one.

After you have written the lesson from dictation, compare your work word by word with the book. Did you misspell any words?

Did you omit any commas? any capital letters? any periods? Correct your work.

188. PLURALS

Study the following words, in groups of three, until you can write them without the book:

SINGULAR	PLURAL	SINGULAR	PLURAL
lady	ladies	woman	women
baby	babies	mouse	mice
pony	ponies	goose	geese
child	children	sheep	sheep
man	men	valley	valleys

The words in the first and third columns above are used in speaking of *one*. Those in the second and fourth, in speaking of more than one.

Copy the words in the first and third columns, then close your book and write after each the word that means *more than one*. Open your book and correct all mistakes. **Singular** means *one*. **Plural** means *more than one*.

Write sentences, using *ladies*, *pony*, *women*, *baby*, *mice*, and *valleys*.

188 A

Study again the words missed in lesson 188. Make sentences, using these words.

189. MORE PLURALS

SINGULAR	PLURAL	SINGULAR	PLURAL
country	countries	loaf	loaves
city	cities	fly	flies
knife	knives	box	boxes
wife	wives	tooth	teeth
calf	calves	turkey	turkeys
wolf	wolves	piano	pianos

Study the words above, in groups of three, until you can write every one correctly. Copy the first and third columns of words, then close your book and write the words of the second and fourth columns. Open your book, and correct all mistakes.

Copy the first and third columns of words in lesson 188, then write the second and fourth columns from memory. Correct your mistakes.

Make sentences, using *knives*, *flies*, *teeth*, *pianos*, and *cities*.

189 A

Make a correct list of the words missed in lessons 188 and 189. Study them, three at a time, then write them from memory. Be ready to write from dictation.

189 B

Place *two* before each of these words, and make any changes necessary. If you do not know how to spell the words, look at lessons 188 and 189.

box	loaf	baby	goose
country	piano	pony	sheep
city	tooth	child	valley
calf	turkey	man	wolf
fly	wife	woman	book
knife	lady	mouse	church

190. A REVIEW

Change the words in *italics* to the plural number. Copy the sentences.

1. Did you visit the beautiful *valley*?
2. Please sharpen the *knife*.
3. Did you speak to the *child*?
4. Have you seen the *sheep*?
5. Come and see our Thanksgiving *turkey*.
6. Call the *man*.
7. Did they lose the *pony*?
8. When did the *lady* call?
9. How many *deer* did the hunter kill?
10. The *child* went skating.
11. Will the *woman* be at the picnic?
12. She studied about the *city*.
13. The *fly* smelled the ham.
14. Did you see the *box* on my table?
15. The *city* is in the United States.

191. ORAL WORK



Read the following paragraphs carefully.

I am thinking of something. There are two pieces of wood in it. There are two iron pieces on the sides. There are three seats in it. What is it?

I am thinking of something. There is water in it. There are flowers in it. What is it?

I am thinking of something. There are two doors to it. There are many shelves in it. There are dishes in it. What is it? *A cupboard.*



Make two or three sentences about the things in the list below, so that the other children may guess which one you mean. Begin your sentences with *There is* or *There are*.

a book	a garden	a house
a chair	an apple	a store
a table	a clock	a tree
a dog	a box	a bird

192. A REVIEW

Write the names of the days of the week.

Write the names of the months of the year.

Write the abbreviations for the months of the year.

Write the words that correctly fill the blanks in the sentences on the next page. If ownership is shown, add an apostrophe and *s*. If *more than one* is meant, write the proper word.

1. I shall visit — home. (*John*)
2. Did you see the — dress? (*baby*)
3. Several — passed by. (*lady*)
4. The — feathers were burned. (*turkey*)
5. How many — did you visit? (*country*)
6. May our — come with us to-morrow?
(*mother*)
7. Where is your — little boy? (*sister*)
8. The — will work to-morrow. (*boy*)
9. Were the — ears cut? (*dog*)
10. I did not see the —. (*man*)
11. I wish a — pattern. (*child*)
12. Were all the — called upon to speak?
(*woman*)

192 A

In lessons 15 and 47 will be found the names of the days of the week, also the names of the months of the year and their abbreviations. Turn to those lessons and correct your work.

192 B

In the following expressions notice carefully the difference in meaning between *girl's* and *girls*:

girl's hat, girl's shows ownership
girls, means more than one girl

Notice that an apostrophe and *s* are added to show **ownership**.

Copy the words given below. Write after each one whether it shows ownership or whether it means more than one. Look at the model that precedes.

boy's wagon	ladies	countries
sister's doll	baby's rattle	fathers
Mary's hat	women	chicken's
mother's baby	friends	children
father's office	girls	cat's
two boys	mouse's	dogs
sisters	woman's	goose's

193. NAMES OF BOOKS, MAGAZINES, AND BUILDINGS

Study carefully the following names of books, papers, magazines, and songs:

Black Beauty	The Saturday Evening Post
Alice in Wonderland	The Reporter
Little Women	Old Black Joe
Children of the Cold	My Old Kentucky Home

Notice that in the names of books, papers, magazines, and songs only the principal words are capitalized. Little words, like *the*, *in*, and *to*, are capitalized only when they are the first words in the name.

Study, also, the names of these well-known buildings:

Flatiron Building	Washington School
Old Town Hall	Central Theater
Central Pacific Depot	Baptist Church

Copy the following sentences. The marks before and after the names of books, papers, and magazines are called **quotation marks**. Learn to make them.

1. Last term Elizabeth read "Black Beauty," "Alice in Wonderland," and "Children of the Cold."
2. The Central Pacific Depot, Washington School, and Central Theater are on Main Street.
3. He reads "The Youth's Companion" and "The Saturday Evening Post."

Look over your work. In the first sentence you should have eight capital letters, two commas, one period, and three sets of quotation marks.

In the second sentence you should have ten capital letters, two commas, and one period.

Correct the third sentence.

Remember:

The names of books, papers, and magazines, when written in sentences, should be inclosed in quotation marks.

193 A

Learn to spell and capitalize all the words in lesson 193. Write the names of two newspapers, books, magazines, and songs you know.

Write the name of a depot, a store, and a school, that you know.

Make five sentences, using any of the names in this lesson.

Copy the following sentences:

1. Did you read "Little Women"?
2. We sang "America."
3. The train leaves from the Union Depot.

194. A LETTER TO WRITE

Read carefully the letter given below.

Atlanta, Georgia

September 3, 1914

Dear Grandpa,

Yesterday Mr. Brown brought the little dog you sent me, and since then I have not let him out of my sight. Last night he slept in a box in my room, but papa said I must put the box out on the porch to-night. He was just as good as he could be, not crying even once.

I have named him Bingo. I feed him twice every day. He eats everything, but he likes milk best.

To-day he was standing on the porch when the fruit man came into the yard. Bingo barked and barked, and did not even run away when the man came up on the steps. Do you not think he will be a good watch dog?

Thank you so much for sending him to me. I shall write often of the tricks I am teaching him.

Your grandson,

Billy

Play you are Billy, and write another letter to grandpa about Bingo and the first trick you taught him. The picture on the opposite page tells you what that trick was.

Choose a name for grandpa. Draw an envelope and address it to him.

195. A REVIEW

Placing periods, question marks, commas, and quotation marks in written work is called **punctuating**.

Punctuate the following sentences:

1. Elms maples and willows grow in their yard
2. Mr and Mrs Hill spent Christmas in Japan
3. Where are you going
4. Los Angeles California is visited each winter by many people
5. Dont you enjoy Halloween fun
6. Of all her books she likes Alice in Wonderland best

Copy and punctuate these sentences:

1. She doesnt expect to be here New Years Day
2. They sent for Dr Mills very suddenly
3. Have you ever visited Washington School
4. She reads the Youths Companion every week

196. ORAL WORK

Read the sentences on page 242, noticing that the first word is used in **asking permission**.



Teaching Bingo his first trick

1. *May* I open the window?
2. *May* I erase the boards?
3. *May* I speak to John?
4. *May* John sit with me?

Begin with *May I* and ask permission to get a drink, get a book from the desk, open the door, get a pen, go home, put some paper into the basket, look for the ball on the playground.

Finish the following sentences by using *May I*, or *May* with some child's name.

- | | |
|------------------------|-----------------------|
| go to the park? | read a story? |
| look at the picture? | do the next example? |
| take care of the baby? | go home? |
| sing a song? | speak to Mary? |
| draw a picture? | get a drink of water? |

Read the sentences below, noticing that they do *not* ask permission:

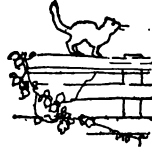
1. *Can* a dog bark?
2. *Can* a baby walk?
3. *Can* Mary make a dress?
4. *Can* John jump four feet?

Study the sentences below:

- | | |
|---------------------|------------------|
| 1. Can a dog run? | A dog can run. |
| 2. Can a dog jump? | A dog can jump. |
| 3. Can a dog bark? | A dog can bark. |
| 4. Can a dog growl? | A dog can growl. |

The sentences above tell what a dog can do. Change the following sentences into questions beginning with *can*.

1. A cat can mew.
2. A cat can play with a string.
3. A cat can walk along the wall.
4. A cat can purr.



Change the four sentences below into questions beginning with *can*:

1. A bird can sing.
2. A bird can hop.
3. A bird can fly.
4. A bird can build a nest.

Finish the following sentences, using *may* or *can*. Remember that *may* is used in asking permission.

1. — I go to the next room?
2. — John sit with me?
3. — you hear the watch tick?
4. — Ethel jump the rope without missing?
5. — I be monitor for my row?
6. — a dog run fast?
7. — John pass the pencils?
8. — Alice sing well?
9. — I close the window?
10. — Edith speak to me?
11. — I sit with Maud?
12. — he make a boat?
13. — I go with you?
14. — you write well?

Use *may*, and make two sentences that ask permission.

Use *can*, and make two more sentences.

197. A LETTER TO WRITE

Dear Dickey,

I thank you very much for the pretty picture book you gave me. Sam asked me to show him the pictures and I showed him all the pictures in it. I read to him how the tame elephant took care of the master's little boy, and put him on his back and would not let anybody touch his master's little son. I can read three or four pages sometimes without missing a word. Mother says I may go to see you, and stay all day with you next week, if it is not rainy. She says I may ride my pony Hero if Uncle Ben will go with me and lead him.

Your good friend,

George Washington

This is a letter George Washington wrote to his friend Dickey, who had sent him a book. He forgot to make a second paragraph when he began to tell about his visit, but you see he was a very little boy.

Imagine that you have received a book from a friend. Tell the name of the book, say that you liked it, and tell what stories you liked best. Be sure to thank the one who sent it. If you wish to add another paragraph to your letter, do so. Don't forget the heading and the date.

Draw an envelope and address it to your friend.

198. A REVIEW

Write the plurals of these words: *lady, woman, child, city, knife, man, mouse, country, and boy.*

Write in another way: *first, third, half-past nine, does not, and did not.*

Write the abbreviations for *forenoon* and *afternoon.*

Write sentences of your own, using *their, two, here, by, and our.*

Write the names of all the holidays in the order that they come in the year, beginning with *New Year's.*

Write the names of two books you have read.

Write all the contractions you can remember.

Express in words: 8:30 a.m.; 6:40 p.m.

Write in figures: *ten minutes after four in the afternoon; thirty minutes after eight in the morning.*

Make the words in the first paragraph of this lesson show ownership.

199. QUOTATION MARKS

Study the following sentences:

1. Jack said, "My pencil is red."
2. Jack asked, "Is my work correct?"

In the first sentence we repeat the words exactly as Jack used them.

When we repeat the exact words that any person uses we call that part of the sentence a direct quotation.

“My pencil is red” is a direct quotation because we have repeated exactly Jack’s words. The marks before and after “My pencil is red” are called **quotation marks**.

With what kind of letter does the quotation begin? What mark separates the quotation from the rest of the sentence?

In the second sentence, what is the quotation? What marks inclose the quotation? With what kind of letter does the quotation begin? What mark is at the close of the quotation?

Copy the sentences below, punctuating them correctly. Remember:

Every direct quotation begins with a capital letter.

1. John said what a fine day for fishing!
2. The man asked is the load too heavy
3. May said I bought a new hat yesterday
4. Baby said please let me go too
5. The teacher asked will you be away a long time
6. Mamma said dont play on the way home
7. The girl said I found it over there
8. Mrs Jones asked are nt you coming to see me
9. Did you finish reading Little Women
10. Mr Hall said I went to the White House,

200. QUOTATION MARKS

Study these two sentences:

1. “They are here!” shouted John.
2. “Did the tree fall?” she asked.

In the first sentence we have repeated John's words exactly, but we have put them at the beginning of the sentence. There is an exclamation point after *here* to show that John is excited. In the second sentence notice that the quotation marks are outside the question mark. How can you tell how high to place your quotation marks?

Copy the following stories, punctuating them correctly. Notice that in a story every new quotation begins as if it were a new paragraph.

Belling the Cat

A long time ago all the mice were called to a meeting to decide what to do with the cat.

Let us get a bell and tie it around her neck! said one mouse.

That would be a good plan, said another mouse.

A very wise old mouse asked who will do it?

The mice looked at one another but nobody spoke.



The Canary and the Hawk

A canary sat singing in a tree. An old hawk saw her and caught her in his claws.

I will eat you the hawk said.

Let me go said the canary.

I want to eat you said the hawk.

I am such a little bird said the canary.

The hawk said I do not see any larger birds now so I will eat you first.

200 A

Study the following sentences:

1. John said, "This is my book."
2. John asked, "Are you going with me?"

In the first sentence above, *This is my book* are John's words. When we write John's words exactly as he used them, we put these marks (" "), called **quotation marks**, before and after them. We call his words a **quotation**. Sometimes we write a question that John asks. Then quotation marks inclose the question.

Copy the following sentences, inclosing each person's words in quotation marks:



1. Will said, The apples are ripe.
2. Baby asked, Will you carry me?
3. Mother said, Come home.
4. We shouted, Do not run!
5. The boy called, All eyes open.

From the sentences at the beginning of the lesson find with what kind of a letter the quotation begins. What mark is after *said*? after *asked*? after *shouted*? after *called*?

Copy these sentences, placing the capitals, commas, and quotation marks correctly.

1. John said come this way.
2. Mary asked will you go?
3. The man called hurry along!
4. My sister said dinner is ready.
5. Alice asked is Tom at home?

200 B

Study the two sentences below:

1. My mother said, "Come home early."
2. Father asked, "Will you mail this letter?"

In the first sentence above, the exact words mother used are: *Come home early*. These words are called a **quotation**, because we have repeated what mother said, using her exact words. Make the marks that come before and after the **quotation**. They are called **quotation marks**, because they inclose the quotation.

In the second sentence, what is the quotation? What marks inclose the quotation? What mark follows the quotation? Why?

Copy the following quotation:

Mary said, "Here is my hat."

Look at the sentence you have just copied. Have you two capital letters? Have you a period at the close? Have you a comma after *said*? Have you the quotation marks in the right place? Correct your mistakes.

Copy the following sentence:

John asked, "Where are you going?"

Look over your work. Have you a capital *J* and a capital *W*? Have you a comma after *asked*? a question mark after *going*? Have you the quotation marks in the right place? Correct

your mistakes and copy the sentences below. When you have finished a sentence, compare it with the book and correct the mistakes.

1. My sister said, "Come home at four o'clock."
2. The man asked, "Where is the nearest store?"
3. Alice said, "My work is done."
4. Jack asked, "Are you ready?"

Copy the next four sentences, beginning the quotations with capital letters and putting punctuation marks where necessary:

1. Jack shouted school is out!
2. Mary asked will you help me
3. The lady said I have lost my way
4. The woman asked did you see my baby

201. A STORY TO REPRODUCE

Read carefully the story given below.

The Ant and the Grasshopper

On a warm day in *summer* an ant was *busy* in the *field* gathering *grains* of *wheat* and corn, *which* she *laid* away for food *during* the *winter*. A grasshopper *saw* her and *laughed* at her for working so hard while others played. The ant did not say *anything*. Soon winter *came*, and the ground was hard and cold. The grasshopper was *nearly* dead, so he went to the ant and *begged* for food.

"What did you do all summer?" asked the ant.

"I danced and sang," said the grasshopper.

"Then why not *dance* and sing all winter?" asked the ant.

Study the words in italics, in groups of three, until you can write them from memory.

Find in the story how these words are used: *laid, saw, during, which, came*. Use them in your reproduction of the story. Find and write a word showing possession. Find and write three quotations.

Close your book, and write the story from memory.

202. ORAL WORK

Tell the following story, using the words in italics correctly.

The Arab and His Camel

One cold night, as an Arab *sat* in his tent, a camel pushed aside the flap of the tent and looked in.

"Master," he said, "*may I* put my head into the tent? It is cold outside."

"By all means, and welcome," said the Arab. The camel put his head inside.

"*May I* just warm my neck, too?" asked the camel presently.

"Certainly," said the kind Arab.

The camel moved forward a little more, until his neck was inside. Then, turning his head from side to side, he asked, "*May I* just put my front legs inside? It will take but very little more room."

The Arab gave permission, and moved a little to make room for the camel.



"*May I* not come inside altogether?" he asked at last. "Standing as I do, I keep the tent open and let in the cold."

"Yes, do," said the Arab. "I will have pity on you."

So the camel moved in, and in doing so pushed the Arab out of the small tent. The man had to stay outside in the cold the rest of the night, for he was not strong enough to put the camel out.

203. PARAGRAPHS TO WRITE

Write the three paragraphs below from memory, one sentence at a time. Be careful to study each sentence so well that you need not look at the book while you are writing it. Correct your work as you go. Be ready to write these paragraphs from dictation.

Once upon a time *there* were *two* boys, named John and Henry Stevens. They went *to* a country school where *there* were few pupils. The *two* boys lived *too* far from school *to* walk. Every morning John saddled the *two* horses and they rode *to* school.

One day the teacher asked for *their* library books. John replied, "I left *two* of my books at home because they were *too* heavy *to* carry." So they had no new books for *two* weeks.

There were many tasks for the boys in summer. They went out into the fields with *their* sheep. *There* was fruit to be picked and prepared for market, *too*. There were the cows to be milked twice a day, and the cream *to* be sent *to* the creamery.

LANGUAGE FACTS IN WRITTEN WORK

(The number after each fact refers to the page on which it is introduced)

	PAGE
Capital for first word in sentence.....	2
Period for the end of a sentence.....	3
Sentence margin.....	3
Paragraph margin.....	6
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SUGGESTIONS TO TEACHERS

With so many language books already in use, there would be no good reason for writing another series did not the change in industrial conditions demand a new treatment of the subject. This demand is widespread and manifest to all. That our schools have recognized it is evident from the introduction into the curriculum of such subjects as civics, handwork, agriculture, manual training, and domestic science. Since none of the established subjects could be dropped, and a place for the new courses had to be made, it very naturally has come about that every subject in the curriculum of the elementary schools is being closely scrutinized to see that only those points remain that are essentials of the common knowledge of the race or are useful in everyday life.

In this series the subject-matter of language and grammar has undergone such scrutiny. Each point has been considered with regard to its value in obtaining the best oral and written expression, and its place in the scheme fixed according to that value.

The demand for an earlier start by boys and girls upon the actual training that is to fit them for their life work means not only omitting all non-essential features but also teaching all essential facts in the shortest time possible. This has brought about a careful study of methods with regard to their effectiveness, and, as a result, some traditional methods have been discontinued and others created to meet the new conditions.

The multiplicity of subjects and the limitation in time have materially decreased the amount of attention a teacher can spend upon any one subject. Therefore, a text so simple that the child is able to make the greatest possible progress in the study with the least possible help from the teacher is necessary. In this series especial care has been taken to put all directions and the few necessary explanations into such extremely simple language as to make the pupils' work practically automatic.

Simplicity has also been secured by the introduction, so far as possible, of only one new language form at a time. In this way the attention of the pupil is concentrated upon this one new and unfamiliar thing. Every other element in the sentence is already known and is, therefore, a review. Exercises are provided for drill until the habit of using the new form is well established; then

another step in the orderly introduction of forms is taken. The system herewith presented not only introduces a single new form at a time, in order that attention may be concentrated upon each one, but also reviews it systematically throughout the series.

And here arises a serious problem that every teacher must face: What shall be done with the child who needs more drill upon a certain individual point than the majority of the members of the class? In this text the problem has been solved by providing supplementary exercises, in the form of A, B, and C lessons, which contain the same material as the original lesson arranged in a somewhat different way. Children who are perfect in the first lesson are to be excused from the second drill. This creates a very powerful incentive to do each lesson well the first time it comes up.

Time for the supplementary work need not be a serious drawback. The child may be allowed to take up the extra exercises at any moment during the day when he has finished some other lesson, or he may come a few minutes early the next day. It may be allotted him as home work but this is rarely satisfactory, as inadequate facilities for writing in many homes tend to produce careless work. Some teachers have used part of the time allowed for hand work for these extra lessons. The point is this: For children who are *perfect* in the preceding lesson, the extra work is a waste of time, and if the slower children do the extra lessons, the close of the term will find them ready for promotion with the remainder of the class; if they do not, they join the increasingly large number of "left overs" who sooner or later drop out of school.

A few fortunate children have as an inheritance the ability to express correctly what they have to say, but with a large majority a sense of correctness or incorrectness must be built up. This requires drill through various devices. The author has for many years collected errors made by children. She has found that, as the children grow older, some errors slough off, as it were, without any special drill; some are local, but the large majority are habitual. Some of the errors occur only in writing; therefore, only written exercises can be effectively used to eradicate them. On the other hand, mistakes in oral speech depend for their avoidance chiefly upon ear training.

The amount of preparation for oral work that a child may do by himself is limited. It is here that good recitations are the greatest necessity. It rarely happens that a single correction of a form is sufficient. Far more often, constant correction is required and

many repetitions of the correct equivalent are necessary. In this series the forms of oral work are presented, a few at a time, in sentences to be studied, then in sentences to be constructed in answers to questions, and finally in stories to be told in which these forms occur. By the use of italics, attention is called to the special language *facts* under consideration.

Beginning with the fifth lesson and continuing through the book, simple marginal illustrations will be found. At first these drawings picture the action expressed by certain verbs whose forms in ordinary conversation are often incorrectly used. Later they suggest sentences or stories which the children are asked to tell or write.

There is a popular bit of pedantry which runs, "Never permit a pupil to see or hear an incorrect form." If the prohibition were limited to errors which the child does not hear almost daily, and which he, himself, uses, then it would be a wise one. But with the class of errors such as *seen* for *saw*, *come* for *came*, *laid* for *lay*, *drunk* for *drank*, which are as common as language itself, the case is altogether different. Unless the child is taught that these expressions are definitely incorrect, he will not know this fact. He must be taught the correct equivalents for them. To be taught that *I saw the cat* is correct, in no way teaches that *I seen the cat* is wrong. We need to put the stamp of definite disapproval upon these *very* common blunders.

Statistics show that about twenty-five per cent more errors are made in spelling than in any other one element of composition. On this account a great deal of care and effort has been taken to discover those words most commonly used by pupils in sentence-making and so to plan the text that these words shall be used many times. A simple and somewhat distinctive method for learning spelling is that of having the child fix a picture of the word in his mind. At first he is expected to hold in his mind only one word, while he writes it. Later, a second word is added and he studies two at a time and writes them from memory. Finally, he is asked to study and write three words at a time. Beyond this number, the effort to remember the words detracts from the attention which should be given to the succession of letters and is not profitable. The child should acquire the habit of referring to the book to see that each word is correctly spelled. This process saves the teacher's time and strengthens the child's mental picture of the word. To prevent the habit of working without thinking, this same method has been applied to the exercise of copying sentences. The children,

having learned to hold in mind three disconnected words at a time and to write them from memory, are now asked to hold in mind and write from memory an entire sentence. They cannot do this without effort or thought. The sentences are short at first, and are lengthened as the child's ability increases.

Pupils should not be plunged too suddenly into the requirements of original composition. The task is too great and as a consequence it becomes bewildering, inviting blunders and a dislike for the work. In this book a system of partially directed composition is used. In the beginning the pupil is told what to write about in each paragraph and even in each sentence. Certain phrases and words with the use of which he is not yet familiar are provided and, by the device of italicizing, the pupil is directed to fit them into the composition. This work is so graded that the pupil will not become disheartened. By the same plan, all new forms of expression are systematically reviewed.

The best results will be obtained and much labor saved the teacher if the children are taught from the beginning to correct their own work and mark the number of errors. Starting with the fourth lesson, definite directions are given for the children to follow. This plan makes the correction of errors of some value to the pupil and relieves the teacher of fatiguing and unnecessary labor. It yields great profit to the pupil by placing the responsibility upon him; it shows him his special failings and enables him to guard against these mistakes in the future; it also stimulates his ambition.



